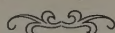


The North Central Association Quarterly



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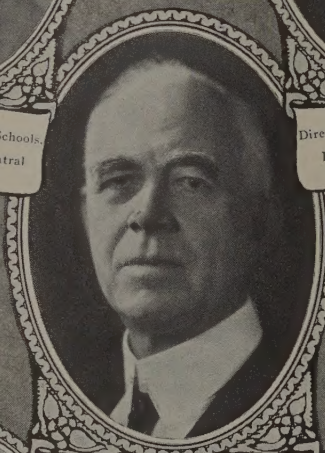
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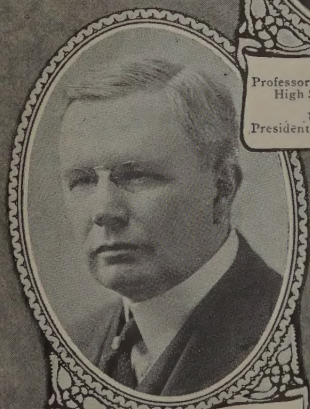
MILO H. STUART
Principal Arsenal Technical Schools,
Indianapolis, Indiana;
President of the North Central
Association,
1922-1923.



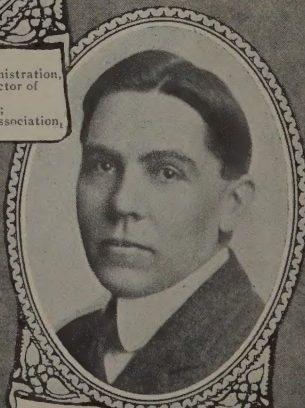
CHARLES H. JUDD,
Director of the School of Education
University of Chicago;
President of the North Central
Association,
1923-1924.



J. D. ELIFF,
Professor of High School Administration,
High School Visitor, and Director of
the Summer Session,
University of Missouri;
President of the North Central Association,
1926-1927.



EDWIN L. MILLER,
Assistant Superintendent of Schools,
Detroit, Michigan;
President of the North Central
Association,
1924-1925.



HARRY M. GAGE,
President, Coe College;
President of the North Central
Association,
1925-1926.

THE North Central Association QUARTERLY

Vol. I

SEPTEMBER, 1926

No. 2

News Notes and Editorial Comments

Our Picture Gallery

In the last issue of the Quarterly a photograph of the first president of the Association, James B. Angell, was presented. In this number likenesses of the last five presidents are shown.

President Angell was for thirty-eight years head of the University of Michigan, retiring in 1909. He died in 1916. His life and work are too well known to need comment here.

From Who's Who and other sources we gather information on the five names in our present gallery as follows:

Joseph D. Elliff, A. M., professor of high school administration, University of Missouri since 1904, and "credited with having done more than any other person for the development of secondary education in Missouri and for the standardization of the secondary schools in the Middle West." Mr. Elliff has not been absent from a single annual meeting of the Association in the past twenty years, or more.

Charles H. Judd, Ph. D., LL. D., professor and head of the department of education and director of the School of Education, University of Chicago, since 1909; Editor of the School Review and several other journals; publisher of numerous books and articles; and lecturer

of wide note. One of the powerful influences in the North Central Association.

Edwin L. Miller, A. M., Assistant Superintendent of Schools of Detroit, Michigan; formerly principal in two Detroit large high schools; extensive writer and critic of works dealing with the teaching of English; and, for several years, active in North Central Association affairs, particularly as they concerned themselves with the reorganization of the course of study in English.

Milo H. Stuart has been connected with the high schools of Indianapolis, Indiana, since 1900, being at present Principal of the Arsenal Technical High School. This school has the largest pupil enrollment of any in North Central Association territory—5,007. For six years, Mr. Stuart was Treasurer of the North Central Association and has, like Mr. Elliff, been actively associated with the association's work for nearly a quarter of a century.

Harry M. Gage, D. D.; LL. D. is president of Coe College, Cedar Rapids, Iowa. Previous to 1920, Mr. Gage was president of Huron College, South Dakota. For six years he was Secretary of the North Central Association, retiring from that office in 1925. Mr. Gage de-

votes much time to lecturing and is an ardent supporter of North Central Association policies.

The Mailing List

The Quarterly is regularly being mailed to all institutional and individual members of the Association, and to all officers of the same. This is done gratis, the subscription price being included in the annual dues of the Association. There is also a fairly extended paid subscription list. If any member or subscriber is failing to receive his copy, the management will appreciate receiving word to that effect.

The Five Dollar Subscription Charge

The Editorial Board finally decided to make the price of the Quarterly five dollars per year or \$1.25 per copy. The board was lead to take this action for several reasons, namely:

1. The money is needed in order to finance the publication.
2. Carrying no advertising, the Quarterly can not be as nearly self-sustaining as some magazines.
3. The laws of some states prohibit boards of education from paying out public money merely for dues in Associations, but permit them to do so for subscriptions to publications involving membership dues.

Beginning with this autumn, therefore, all secondary schools seeking accrediting and membership with the Association will be charged a fee of five dollars; all institutions of higher learning will be charged a fee of twenty-five dollars. These fees will include subscriptions to the Quarterly and are to be paid annually, when application for accrediting is made. Checks for the amounts stated should be made to Principal W.

I. Early, Treasurer, Sioux Falls, South Dakota.

Contributions Solicited

The Quarterly is declared to be the official organ of the North Central Association. Such being the case, members are urged to employ it for reporting news items, studies, official notices and other pertinent matters relating directly or indirectly to the Association. Since copy for each number is made up fully six weeks before the date of issue, material should be in the hands of the Editor as early as possible.

Back Numbers of the Proceedings

The Association has on hand a goodly supply of recent back numbers of the Proceedings. These contain several of the detailed special statistical studies which the Association has, for the past few years, been featuring. Many schoolmen and professors are finding these studies valuable for class study with teachers and prospective teachers. These publications can be secured by addressing the North Central Association Quarterly, Room 407 University High School Building, Ann Arbor, Michigan. The price is fifty cents per single copy or twenty-five cents per copy in lots of ten or more. Postage extra.

The complete list of these recent issues is as follows:

No. of copies	Issue	Conspicuous Features
650	1921-Pt. I	The Function of the High School Principal
255	1921-Pt. II	Curriculum Reorganization.
750	1922-Pt. I	Teachers in Accredited Schools.
75	1922-Pt. II	Bible Study Courses for Secondary Schools. The High School Course in English.

- 475 1923-Pt. I Size of Class and the Teaching Load.
- 300 1923-Pt. II Junior High Schools and College Entrance Requirements.
- 300 1924-Pt. I Accrediting Private High Schools.
The High School as Judged by its students.
- 135 1924-Pt. II Referendum Vote Respecting Fifteen Hours in Education.
- 140 1925-Pt. I The Pupil Load in High Schools.
Junior High Schools.
- 550 1925-Pt. II Standards for Reorganizing Secondary School Curricula.
- 450 1925-Pt. III Our Secondary Schools.
- 200 1925-Pt. IV The Undergraduate Curriculum in Education.

The Success of High School Graduates

Elsewhere in this number of the Quarterly will be found an extensive study relating to the successes and failures of high school graduates during their first semester's residence in college. Dean Maxwell and his committee are to be congratulated on the completeness of this study. Almost an infinite amount of time must have been devoted to it—and more patience. The tables presented here reveal in part the enormous amount of work that was involved but these, nevertheless, shrink into insignificance in comparison with the tables giving the detailed data for each of the 1,573 secondary schools involved—the working tables from which the summarizing ones printed in the Quarterly are taken. It is with the keenest regret that the Board of Editors decided that to print these detailed tables was not feasible. However, if any readers of the Report are especially interested in the facts for any given school and will address their request to

the Board Secretary, Miss Flora Schieferstein, C/o the North Central Association Quarterly, Room 407, University High School Building, Ann Arbor, Michigan, an effort will be made to furnish the data sought.

The study substantiates what was generally recognized previously by most students of public education, namely, that the names *University*, *College*, *Teacher Training Institution*, and *Secondary School* cover a multitude of different kinds of institutions; that close uniformity of standards within schools of like designations is almost unknown; that for a pupil to have “failed” in one institution may really be more of an honor to him than to have “succeeded” in another institution; and that a pupil with little real intellectual ability or scholarly interest can, by selecting his college discriminately, possibly give the outer appearance of being an individual of attainments.

On the other hand, the Study here reported brings out clearly the difficulty that lies in the way of the Association in formulating standards that are both conspicuously high and generally enforceable. The Association is a co-operating agency. It has its weaker members as well as its stronger ones. Like American democracy it may not run too fast for the slower footed nor too haltingly for the fleet. And, as in the life of the nation, the best criterion for judging its influences is by taking an historical perspective. Those who have known colleges and secondary schools as they were when the Association was founded and who know them today cannot, it seems certain, fail to recognize the marked advances made in them all—due in no small degree surely to the operation of the Association itself.

Dean Maxwell's study leaves many questions unanswered respecting the causes of failures in college, but it surely will precipitate thought, tend to bring problems into clearer light, and thereby help mightily to focus attention on them and ultimately lead to their solution.

[C. O. D.]

Appropriations for Secondary School Work

The Executive Committee authorized the following expenditures for the Commission on Secondary Schools: \$150 for the work of the Junior High School Committee; \$1,000 for the work of the Committee on Special Study of Successful Students of First Year of College Work; \$300 for clerical assistance to the Secretary of the Commission on Secondary Schools; \$800 for the work of the State Committees in the twenty states included in the North Central territory; \$150 toward the work of the National Committee on Research in Secondary Education.

The Undergraduate Curriculum in Education*

(A Committee Report and Discussions)

DEAN C. E. CHADSEY, URBANA, ILLINOIS

The Chairman of the Committee on the Undergraduate Curriculum of Education presents the following supplementary report and recommendations. The original report to your Commission [copies of which were in the hands of the members] was submitted at the 1925 meeting and after discussion I was authorized to present it to the meeting of the North Central Association of Colleges and Preparatory Schools, not with any recommendation that the report be approved or that the specific recommendations be either debated or approved but merely for the information of those present.

It was also determined by the Chairman of the Commission on Unit Courses and Curricula to recommend to the Executive Committee that the report as presented be printed and circulated throughout the membership of the Association in order that from the institutions of higher education, members of the Association, there might be secured before the next annual meeting opinions from those most concerned as to the desirability or undesirability of the more specific suggestions and as to whether there was, or was not, general approval of the less specific suggestions. As a result of this recommendation the Chairman under date of November 12, 1925, sent to all of the heads of the departments of the institutional members of the North Central Association a cir-

cular letter asking for specific answers to a number of questions.

Although the 199 institutions of higher education that are institutional members were thus circularized, less than seventy answered the questionnaire. While it is never safe to base conclusions upon the failure of individuals to answer questionnaires, it does not seem unwise for the Commission to assume that the great majority of those failing to answer were either indifferent and unconcerned as to the problems presented, or had no special hostility to these recommendations. This assumption, I think, is borne out by the very large degree of unanimity found among those who did answer the questionnaire. I am summarizing herewith the results of the inquiry:

[Dean Chadsey interpolated here as follows: I would like to call your attention to the statement found on page five of the pamphlet in your hands, the first paragraph, because I think there has been, on the part of some, a little misunderstanding as to the actual problem that we were asked to attempt to solve. It reads as follows: "The Committee was assigned the problem of investigating the character and content of the courses in education in the colleges and universities of the North Central Association and of preparing recommendations relative to the standardization of such work. This assignment has been interpreted to apply only to the undergraduate level and the problem has been

*A report made at the time of the annual meeting, March, 1926.

considered primarily from the point of view of the preparation of teachers for secondary schools." That is, we have understood that we were to try to find out what was actually being done in the various colleges attempting to prepare teachers for secondary schools and to see whether in the light of present conditions it is possible to bring about certain changes which will make these conditions somewhat more uniform, and therefore, for a number of specific purposes, more satisfactory.

It has not been the purpose of the committee to undertake the analysis of the proper content of the curriculum; we have not undertaken curriculum construction, nor have we taken into consideration any of the investigations which are now going on, which, we hope and believe, will result in a more scientifically organized curriculum, perhaps extremely different from the present one, but one that can not now be found in actual operation in many, if any, of the institutional members of the Association.]

First, the Committee in its reports laid down the thesis that one or more courses should be considered basic in the training of teachers for secondary schools. There was a unanimous approval of this thesis. It was then asked whether, if this thesis were approved, these basic courses should be required by the North Central Association. Fifty-six affirmative answers were received and two negative answers. The following quotations from two of the affirmative replies seem to represent a fairly general conviction on the part of the heads of departments of education.

"I believe that the professional training of secondary teachers should be as definitely prescribed as is medical train-

ing. The present requirements seem to be based on some vague notion that any course called education in some magic way will contribute to teaching efficiency."

"I believe that it would be wise for the North Central Association to require these courses, if the state departments of education concerned could be persuaded to base the requirements of their respective states on that of the Association. Otherwise, to do so would result in duplication of courses rather than to eliminate, in order that students could secure the certificate."

[Here Dean Chadsey interpolated again as follows: I question very much whether that would be true in specific cases, because most of the states that have specific requirements for educational courses do include part, at least, of the courses suggested as possibly desirable as basic courses.]

The report by suggesting the possible nature of the content of basic elementary courses such as Educational Psychology, Methods of Teaching, and Principles of Secondary Education, implied that it would be desirable to have in some way the general content of basic courses specified. The specific inquiry to those to whom the questionnaire was sent was whether there was agreement with this implied principle and did not ask for expressions of approval or disapproval as to the content of the courses given in the report as illustrations of possible specifications. Nearly all approved the principle. Following are certain comments submitted:

"Such a statement would be valuable, but adherence to it probably not mandatory."

"I would go further and say that it would be desirable if there could be some

system of uniformity both in content and in title of courses in all phases of theoretical education work."

"We would suggest, however, that a supplementary list of optional topics be added to each course, thus permitting some freedom and at the same time preventing the overlapping of those courses."

"Only so far as is necessary to define the subject. Crystallizing subjects would tend to make them static, and thus hinder progress. I am also afraid that it would put a premium of mediocrity in teaching by formalizing it."

"The content should be indicated only in the most general way. Probably the indication should be only advisory. Flexibility makes for progress. Prescription retards it."

The third general inquiry related to the "guiding principles for the organization of other undergraduate courses in education." Comment on these three guiding principles was requested. The first of these principles is as follows: "The content of a course should be carefully selected on the basis of its value to teachers, high school principals, superintendents or supervisors." All reported as approving the statement. One, however, commented that he should not want to draw the line too closely; another in connection with his approval commented that "instructors are giving courses for the sake of their own stimulation, not primarily to help." The second of these general principles is that "in organizing courses in education duplication of content should be reduced to a desirable minimum." Naturally, all approved this principle, but there were more extended comments in this case than in answering many of the other questions. Typical comments follow:

"I think that the elimination of duplication in education courses would follow from a more careful organization of the undergraduate courses required. It has been my observation that duplication occurs most frequently in those institutions where a number of courses have just 'grown up' and where there has never been any serious attempt to scrutinize the entire professional offering. I feel hopeful that a standardization of undergraduate professional educational courses would eliminate much of the overlapping."

"According to my observation much of the duplication for which Departments or Schools of Education are noted results from a teacher repeating material in his own courses rather than from the overlapping of courses given by different teachers. I am inclined to believe that the repetition of subject matter in different courses may be attributed chiefly to the desire of the teacher to increase the number of courses; accordingly, he must repeat subject matter in order to occupy the required amount of time."

"A duplication in related courses should be reduced to a minimum and the amount of duplication known to all instructors."

"It is not unreasonable to ask that writers on education quit adding new books when they have only a new title for ideas they have published under very different labels."

"As it now is in graduate and undergraduate work each and every course discusses project method, mental measurements, etc. It is disgusting and makes little intellectual appeal."

"The Committee was of the opinion that some duplication was not only inevitable but desirable. The general

principles of teaching might be presented in one course and the application of those principles to specific problems might be taken up in another course and reviewed with profit."

"Some overlapping strengthens by giving continuity and verification. Instructors in the same institution should have an understanding concerning what each is to emphasize. Undue overlapping should be avoided."

"Duplication should be guarded against and reduced to a minimum."

The third general principle was that "the undergraduate courses offered by an institution should form a well balanced program." Here again there was unanimous approval of the statement with the following comments:

"It is my judgment that the third principle is a very important one. The exact manner of determining what is a well balanced program, however, is another question. It is my personal judgment that a program would not be well balanced unless definite provision was made for practice or apprentice teaching. Many university programs for training high school teachers fall down because all the students ever get is background, general principles and theories. I do not see how we can ever consider teacher training work effective where apprentice or practice teaching are not provided."

"We have to guard especially the vagaries of certain staff members who over-estimate the significance of fields in which they have become especially interested. Conferences and compromises by your committee should set up approximate limitations."

"The whims of individual teachers should be restrained."

"The rub will come, of course, in determining what is a 'well-balanced' pro-

gram. A statement by the North Central Association is desirable even if the Association might sometime make a mistake. The Association could at least remedy the present chaotic condition."

"Several courses are necessary but no one is overwhelmingly superior to the others. Great care is necessary in offering a curriculum which will be of maximum value where offered."

The fourth group of comments related to the courses specified in the original report as *desirable* or *less desirable* or *questionable if not desirable* for inclusion in the offerings of the institutions training teachers for secondary schools. Following is a summary of the opinions expressed as to the courses mentioned in the report:

First, the basic course is Educational Psychology: unanimous approval.

Second, Methods of Teaching in High School: one reply opposed to such a course was received. The remainder approved. One reply was to the effect that the principles of education should be taught in connection with methods, but believes that a good solid course in high school methods is preferable to two courses because of the danger of overlapping material. It was suggested that class room management should be included in the methods course.

Third, the Principles of Secondary Education was approved by practically all who answered the general question, with, however, a wider range of comments concerning various possible modifications as to title, content, etc. One university dean suggested that the name of the course should be changed and that it should include more emphasis on the selection and organization of the program of studies, the curricula, the subjects, the courses and the material to be taught.

Another comment was that the methods course should not be too narrow, that it might well be called the Principles of Education and cover both elementary and secondary education with the emphasis on the latter. Another expressed his judgment that this course should not be a basic course separated from the methods course. Another criticism made by a distinguished educator is that it is not ordinarily taught as a coherent unit. He is inclined to think that the content ordinarily found in the course on Principles of Education could be included under courses in methods or courses in administration or supervision. Another educator feels that there should not be a fixed unyielding requirement for a course in secondary education, that the preparation of a teacher should include principles of teaching, special methods, management and measurements. He feels that the training of the teacher should include more experimentation and research and that this training should proceed in connection with the supervised student teaching.

Practically no opposition to the offering of the special methods course was found. Some comments with reference to this type of work were as follows: one university dean called attention to the fact that the success of such courses depends on the professional training and experience of the instructor. Another says that in such courses there should be concentration of attention on problems of selection, organization and presentation of subject matter, leaving the more general problems to be taken up in connection with the basic courses on methods. Another suggestion was that such courses should include a considerable review of subject matter but thinks that such a review might be included

with the work in practice teaching. One institution questions the value of special methods courses and another head of a department of education calls attention to the fact that such courses are difficult to introduce in small colleges because of the small number of pupils.

Fifth, the suggestion that practice teaching be offered wherever the institution possessed facilities for such work met with almost uniform approval. One suggestion was that a greater amount of time should be given to the actual teaching by the student than is found to be the case in some institutions claiming to carry on practice teaching. One suggestion was that the practice teaching might be combined with the special methods course. Another pertinently observes that the problem is unsolved for the smaller colleges. Another suggests that two types of practice teaching should be offered, those for inexperienced teachers and those for experienced teachers. It is quite obvious to all giving attention to work in education that many institutions have no facilities for effective practice teaching courses and probably for that reason it will be impractical to insist strongly on the requirement of such courses, valuable as they are.

Sixth, the report of the Committee includes as desirable one or two courses in the history of education and the comment is made that a course on a modern period is usually considered to possess greater value. General approval was given to this statement. One comment is that one three hour course should be sufficient. One department head doubts the value of the history of education course as it is ordinarily presented. One takes exception to the statement that the modern period possesses the greater

value but believes that the history of education should be taught with specialization, covering limited periods only.

Seventh, the statement in the report as to school administration warned against the danger of overlapping with secondary education and supervision of instruction. It suggested that when desirable a separate course in high school administration could be organized. Again there is general approval, although three institutions are in opposition to the statement as made. One suggested that problems in class room management should be offered in the course in school administration; another would include them in the general methods course and also suggests that the general methods course should not be a required course for those preparing for administrative work or supervisory positions. Another feels that all the necessary school administration may be taught to advantage in reference to the course on principles of secondary education. Another feels that a course in school administration should be deferred until the student has had teaching experience. Another comments that school administration courses should not be given in small schools or as undergraduate work. Another comments that the administrative courses are desirable for administrators and that certain phases are desirable for departmental teachers but that such a course should not be over-emphasized. Another suggests that there should be one course organized to contain some work in administration, educational sociology and principles of secondary education but feels that the whole subject needs more experimentation and research.

The Committee, in discussing the course in the supervision of instruction, stated that it should not duplicate the

content of the course in methods of training or those in principles of secondary education or school administration. No significant opposition was made to the statement. One suggestion was that the course might be given in connection with the special methods course. Another suggestion was that it might be combined with school administration. A third suggestion was that such a course be deferred until the student should have experience. Another was that such a course should not be given in small colleges or as undergraduate work. Another stated that it might be combined with a course on principles of teaching, feeling that no special course in supervision of instruction was necessary. Another felt that such a course would overlap other courses and that it was the duty of the graduate school to prepare principals and supervisors.

Four institutions were opposed to the statement that a second course in educational psychology might be a desirable offering. One of those opposed said that it should not be given in small colleges or as undergraduate work. Another believes that such a course might as well be combined with educational measurements. A third comment was that adolescent psychology should not be a fixed unyielding requirement.

The Committee's suggestion as to the philosophy of education was that it be offered but that it was not inappropriate to place it on a graduate level. Four institutions were opposed to this statement. Comments are as follows: "It should be given as a graduate and senior elective course." "It should go over to the graduate level for the present at least." Another comment said that such a course is not for undergraduate students. Another intimates that the field of educa-

tion is apt to be too suggestive of fine spun theories, but if the course is made to deal with the aims of education, the curricula, etc., it is not an inappropriate course.

The Committee's comment on educational measurements was to the effect that it was a desirable offering in a program of offerings designed for elementary teachers but that it was doubtful whether there is sufficient subject matter relating to the high school only for a separate course. It stated that the measurements of the results of teaching should be treated in a course on the methods of teaching while the measurements of general intelligence is usually treated in a course on educational psychology. While there was little definite opposition to the statement as a whole, there are a number of suggested modifications and comments. Some of these are as follows: "There should be one course for both high school and elementary grades." "There is sufficient subject matter relating to the high school field for a separate course if the course covers the junior and senior high school periods." Another thinks that the course in educational measurements should bring out the desirability and the possibility of objective tests and cases prepared by the class room teacher in lieu of the old fashioned examination. Another suggested the course of measurement of intelligence in the place of educational measurements. Another thinks that such a course should include graphic material and statistical methods as well as measurement as such. Another comments that educational measurements should be placed as a graduate course and still another contends that the student needs more discussions of and practice in measurements than it is possible

to give in methods and educational psychology courses.

The Committee report stated in connection with educational sociology that while it was offered by some institutions, present practice does not appear to be in favor of such a course, many institutions preferring the introduction of the sociological point of view in other courses. Comments on this statement were in general agreement. One suggests that the course be offered occasionally as a free elective, favoring the idea of the point of view of relating much in educational sociology to school administration. One suggests that the educational sociology really is a "point of view" rather than a separate subject. Another suggests that sociology should be one of the related social science subjects giving the necessary background for teacher training. Another remarks that while the course is extremely valuable it should not be given to undergraduates unless the institution is large and the offerings great. Still another believes that the subject is important enough to justify a separate course which might be included among the courses of equal rank with educational psychology.

The Committee's statement that "Class Room Management is frequently given as a separate course but it probably can be treated adequately in the course of methods of teaching provided it is given for three or four hours credit" was not strongly contested. One comments that in his institution it is treated in the high school methods course. Another thinks that class room management should be utilized in connection with the developing of the psychological field and sociology of discipline and feels that it is impossible to develop it in this manner in the methods course. Another feels

that it is desirable to offer class room management as a separate course.

The statement in the report concerning the general introductory course is as follows: "The general introductory course is not listed as desirable. A course of this type is given in a number of institutions but it is not clear that such a course is desirable for students who take a wisely planned program of courses totaling fifteen or more semester hours." While most of those commenting on this agreed with the statement, some vigorous opposition developed. Perhaps the following from one of our large institutions is most emphatic. It is as follows:

"The attitude of the Committee on introductory courses is contrary to accumulating practice. Several introductory books have recently appeared and the introductory course is spreading. Why not at least hear its claims? I am sure that the North Central Association will be quite as much interested in this course as in the restatement of what goes by the name of 'general practice.' If there is one fact in educational history more conspicuous than another it is that the best practices have not always been general practices."

Some other comments disagreeing with the Committee's statement are as follows: "It might be developed to take the place of the history of education. Special care should be taken to avoid getting out of balance by dipping too deeply in some one phase." Another says that an introductory survey course serves the purpose of orientation and vocational guidance. The great majority of those commenting, however, approved the statement as found in the Committee Report.

The last specific inquiry made to departments of education had reference to

the suggestion that institutions, confining their teacher training efforts primarily to the secondary field, can develop a commendable program with a total of twelve to fifteen semester hours in addition to special methods, practice teaching, and agricultural and industrial education; and that in institutions having a limited responsibility in teacher training there are likely to be undesirable courses if the undergraduate courses, in addition to the specific courses just mentioned, exceed thirty-five hours and that there is likely to be included subject matter of doubtful value. This, of course, was not intended as a dogmatic conclusion or with the idea that there could be anything mandatory in the suggestion. Inasmuch, however, as it impliedly may criticize the actual practice of a good many institutions, it was expected that serious exception would be made to the statement. To the surprise of the Committee, there was almost no categorical denial. There are, however, a good many comments, several of which are herewith submitted:

"I agree with the first conclusion stated on page 23 except that I would put the limit at fifteen semester hours in addition to practice teaching instead of twelve. I should certainly consider thirty-five semester hours of undergraduate work in education a high maximum. For training secondary school teachers I think it is far too much."

"Certainly a well-knit program of education courses can be given within fifteen semester hours if this program does not include special methods, practice teaching, agricultural and industrial education. The second plan of an upper limit is excellent. This upper limit of thirty-five semester hours in addition to courses in special methods, practice

teaching, agricultural and industrial education is certainly high enough. It represents more than one-fourth of the entire college course, and leaves none too much room for general teaching subjects. Much criticism of education in some institutions is justified because undergraduates are allowed to study advanced courses and to accumulate too large a total of education credits, sometimes being almost lacking in knowledge of the subjects which they expect to teach in high school. Unless our schools of education have regulations which prevent such abuses we shall continue to have them. In fact, after reading carefully this bulletin, I am more than very convinced that the policy we have been carrying out here in our school of education during the past seven years is sound."

"Twelve to fifteen hours is inadequate preparation. The smaller schools should adopt a limited aim and not pretend to make complete preparation. Thirty-five semester hours is a practical maximum. It seems to me that the upper limit of courses in education permitted undergraduate students is too high. I would suggest that the limit be 24 semester hours, except in unusual cases. Furthermore, I would include Special Method and Practice Teaching in the 24 hours. This time allowance is sufficient if duplication is prevented and subject matter of doubtful value eliminated. I fear that if so much education is permitted the undergraduate, the subject matter which he must later teach will suffer. Although aims, values, and methods are important for the teacher to know, they are of relatively little importance unless he is thoroughly grounded in the subjects which he must teach."

"On question five, we feel that 12 or 15 hours is a rather limited amount, if it

represents the whole professional equipment of the secondary teacher. We require 24 hours, including two hours in Methods in the major, and Practice Teaching."

"We agree with the Committee in regard to the general conclusion. Probably the upper limit of courses offered might be placed at eighteen or twenty, rather than at fifteen."

"With the two conclusions listed on page 23 I agree, except that institutions like our own, which aim to train teachers for administrative positions without supplementary post graduate work at the university, a program confined to 12 or 15 hours of work in education would be insufficient."

"I suggest that the paragraph end with the first sentence. The whole argument of your most excellent report is that the department should be confined to a narrow range of courses and specialized courses restricted to graduate work. But in this paragraph you seem unwilling to state the conclusion to which the logic of your previous statements seem to me to inevitably lead you."

"The upper limit suggested in the second conclusion is perhaps sound for the larger institutions. For the small college, I believe it is too high. Much can be done in enrichment by making courses more compact. Where there are few instructors in a department, duplication will surely occur if too many courses are taken with the same individual. Where the staff is sufficiently large, I believe that the limit of offerings is not too large. If courses can be offered treating the subject, instead of a course for each book which appears, I believe the cause of education would progress more rapidly."

"The conclusion as to the upper limit

of the undergraduate course in education is approved with some misgivings. Thirty-five hours should certainly be the maximum."

"Colleges offering majors in education must include enough courses in their offering to permit some election. Fifteen hours would not suffice. Large schools may have demands for more than 35 hours, but I think that courses are being over-multiplied by offering too many narrow and related courses."

"Twelve to fifteen hours is too low. Twelve hours would not give one more than enough time to master the desirable facts and skills based on the study of the adolescents' mind. Consider then the technic of instruction, of administration, of school hygiene, of curriculum selection, of extra-curricular guidance, of vocational guidance, of educational guidance, textbook selection, discipline, laboratory equipment and administration, and so forth. In many of these lines there are many unsolved problems, and they will never be solved until more teachers are acquainted with them."

"My suggestion is that the range between the upper and lower limits be somewhat restricted, thereby guarding against courses of undesirable overlapping or of content of doubtful value."

"Twelve to fifteen hours seems a little too low, better twenty."

While the study of the replies to the circular letter of November 12 show with minor variations a very wide-spread agreement with the suggestions and assertions of the report of the Committee, one institution has taken a very decided exception to the whole report. Three letters have been received from this institution all of which are in agreement that the method of attack used is unscientific and undesirable. Perhaps the best

way to report concerning this criticism is to quote the specific criticisms made in one of these letters:

"First I think that the Committee has committed a fundamental mistake in interpreting common practice. It seems to me that the unstandardized and utterly diverse contents of the course in psychology show that this course as now administered is not a basic course as the report states. It is a course made up of trails and errors—mostly the latter. The Committee's definition of it on page 24 as a 'study of the child' is in my judgment absurdly inadequate.

"Second, the attitude of the Committee on introductory courses is contrary to accumulating practice. Several introductory books have recently appeared and the introductory course is spreading. Why not at least hear its claims? I am sure that the North Central Association will be quite as much interested in this course as in the restatement of what goes by the name of 'general practice.' If there is one fact in educational history more conspicuous than another it is that the best practices have not always been general practices.

"Fourth, on page 33, the Committee states that work of the type here called for can be done in twelve to fifteen hours, etc. How was this figure reached? I am sure that the whole of page 33 is extremely difficult to defend on any scientific grounds whatsoever.

"If I may venture a criticism of the whole procedure of the Committee, I should say that it is based on no analysis of the teaching job or of the training necessary for this job. The Committee began at the other, and wholly unscientific end, and talks at great length about the general practice of institutions. In my judgment the Committee ought to

ask for another year in which to make a study which will put our Association in a position to lead practice rather than trail."

The prominence of the educators who represent this point of view is such that it is desirable to comment on the statements just quoted. The Committee has understood that the problem assigned was specifically that stated in the first paragraph of the report, which is as follows: "Problem assigned to the Committee: The committee was assigned the problem of investigating the character and content of the courses in Education in the colleges and universities of the North Central Association and of preparing recommendations relative to the standardization of such work. This assignment has been interpreted to apply only to the undergraduate level and the problem has been considered primarily from the point of view of the preparation of teachers for secondary schools, but the conclusions are believed to be applicable in part to institutions which include the preparation of teachers for elementary schools within their teacher training function."

"It has not assumed that it was its place to present any so-called scientific plan by which a desirable curriculum for the training of teachers could be organized. The committee appreciates fully the fact that such investigations are now going on and will, as individuals welcome with the greatest sympathy the conclusions which may be developed from these extended investigations. It seems however, evident that considerable time must elapse before such conclusions can be accepted by the educational world as necessarily valid and as the proper basis for the organization of teacher training curricula. It also seems highly probable

that when such modified and presumably more scientific conclusions shall have been organized, few of those now charged with the responsibility of teaching courses in education will have a preparation making it practicable for them to organize their courses in harmony with such a plan. The problem of the committee has been essentially this: Large variations in the courses offered in the various institutions that are members of the Association exist; there seems to be an unnecessary amount of duplication and over-lapping of material in certain courses; there seems to be found in some institutions extraneous material which it is claimed is presented as part of the educational courses; it also appears that many institutions have unduly increased the desirable number of courses in education. It is the hope that the presentation of these facts may result in a desirable improvement along all of these lines. The problem is not what may eventually be the most desirable course for those in training to be teachers, but what in view of the fifteen hour requirement of the North Central Association is presumably the most desirable standard for the Association to set up in order that the training secured in the smaller and sometimes weaker institutions may approximate as far as possible the standards maintained in the larger and in some cases superior institutions. The committee has deliberately worked upon the assumption that we must develop our suggestions and recommendations on the basis of the type of work now offered in the large majority of the institutional members of the Association. When the time comes that our institutions in general have accepted some scientifically organized curriculum and when the great majority of our in-

stitutions have faculties competent to develop such an improved curriculum it will then be in order to set up standards in harmony with such new bases. Until such a time has been reached it would apparently be outside the function of the North Central Association to attempt to force ninety or ninety-five percent of the institutions of higher education accredited by the Association to adopt standards accepted by a very small minority of these institutions.

[Here Dean Chadsey interpolated again as follows: This statement which I have tried to make perfectly clear is an attempt to justify the committee as against the fundamental criticism which I have just presented in the form of a letter from one of the representatives of that institution.

Repeating what I have already said, there is no thought on the part of the committee that the type of work which is being developed, the type of study which is going on, may not result in something tremendously worth while. It is perfectly possible in our conception that that may necessitate at some time in the future, possibly very soon, more probably not so soon, a decided reorganization in the approach to the whole subject of education. It is quite possible, for instance, that we may, through a more scientific knowledge of the activities and duties of the teacher, be able to introduce far more effectively the fundamental principles in educational psychology or the accepted best procedures in methods in connection with specific situations.

The committee fully accepts all such possibilities, but believes that the immediate problem is to try, so far as possible, to bring out of an exceedingly chaotic condition, which is presented in the report, something which will not be so

chaotic and to develop a situation which, until we can thoroughly reorganize education, may result in the kind of preparation for secondary teachers that will be more uniform, somewhat more standardized than at present.

We have cited in the original report examples of where the preliminary educational courses in one institution are almost fundamentally different from those of another institution and yet in both cases the institutions are claiming that they train teachers for secondary schools and are accepted as accredited members of the Association.

I now come to the final recommendation.*

In order that we may know a little more definitely just what the recommendation implies, I will call your attention to page twenty-four of the printed report: "First, there should be uniformity in the nomenclature of the titles in undergraduate courses in education for the courses most frequently offered. The following titles are recommended." And then we have a list of specific titles which are very frequently used, and in most cases most frequently used, and we have included in that group the courses most frequently referred to. It was suggested yesterday that introduction to education be added. There was no objection whatever to its being added, except it was not one of the courses most frequently offered, and, therefore, didn't fall in that group.

"Second, that three basic elementary courses are: (1) educational psychology, study of the child with particular reference to the learning process." (You may recall that that was said to be absurdly inadequate. We didn't have room

*Dean Chadsey now spoke extemporaneously, except as he read excerpts from the preliminary report.

in the Summary of Principles to give an adequate definition, if we could do so. There is a more extended suggestion as to the things implied in educational psychology in the report itself); (2) "Methods of Teaching, a study of the stimulation and direction of learning by teachers; and (3) Principles of Secondary Education, a study of the purpose of secondary education and the organization of the high school with particular reference to the problems of the teacher."

It seemed to the committee to be desirable that all teachers who are preparing for secondary work should have some knowledge of the psychological principles underlying the learning process, and the application of those principles to the learning process, some knowledge concerning the best methods of the teaching process and some general knowledge concerning the whole field of secondary education, things which would not logically fall in either educational psychology or general methods.

It was not suggested that necessarily this order be followed. Personally, I think it is a desirable order. I think the significant thing is, however, that the students of a given institution, if possible, have sequential treatment of the courses instead of miscellaneous and foolish options.

"Third, guiding principles for the organization of other undergraduate courses in Education are:

"(a) The content of a course should be carefully selected on the basis of its value to teachers, principals, superintendents and supervisors.

"(b) In organizing courses in Education duplication of content should be reduced to a desirable minimum.

"(c) The undergraduate courses of-

fered by an institution should form a well-balanced program."

Then are listed a group of desirable undergraduate courses, not implying that there are no other courses that are desirable, but listing certain desirable undergraduate courses in the judgment of the committee:

"Special Methods Courses in Various High School Subjects

Practice Teaching

History of Education

School Administration

Supervision of Instruction

A second course in Educational Psychology

Philosophy of Education

Educational Measurements."

Then it is said that any course whose content duplicates to any considerable extent that of any other course is undesirable. Then following that certain courses which sometimes have been classified as educational should not be accepted as education.

Then the final statement: "In the case of an institution which confines its teacher training efforts to the secondary field a commendable program of course offerings may be achieved with a total of twelve to fifteen semester hours in addition to such courses as may be offered in Special Methods, Practice Teaching, Agricultural Education and Industrial Education."

Inasmuch as practically all colleges do offer special courses and as many as possible offer educational practice, it is obvious that all such teachers would be able to take more than is required by the present standards of the North Central Association. The report further says that institutions which also undertake the training of elementary teachers, are not institutions which may have graduate

courses, or which may specialize in the training of superintendents and principals and supervisors may well confine their specified courses outside of certain groups of courses to thirty-five semester hours.

In view of the fact that the departments of education of the institutions of higher education accredited by the North Central Association have, as evidenced by their replies to the questionnaire, taken so little decided exception to the statements found in the report, the Committee recommends that the North Central Association put itself on record as approving the general spirit of the report as summarized in the summary of the principles found at the end of the report and that it recommend to the institutions of higher education that are accredited members of the Association merely the consideration of these principles in the organization of their curricula for the training of teachers of secondary schools.

This, you see, is merely a recommendation that we approve the spirit of it and recommend that the institutions, when they are considering their programs, keep in mind these principles, and not with the implication that some institutions may not see a different point of view and be able through this different way to train teachers in a more effective manner than that which is here suggested.]

(The Discussion)

At the conclusion of Dean Chadsey's address, a motion to receive and adopt the report was seconded. Then ensued the following discussion as taken from the minutes.

DR. C. H. JUDD (University of Chicago, Chicago): I would like to make a few comments. I confess myself to be

the author of the most violent of these quotations quoted generously by Professor Chadsey.

I don't believe in this report at all, but I should be entirely willing to see some action taken favorable to the general spirit of standardizing somewhat the work.

May I briefly state, and quite dogmatically, the reasons why I don't believe the report ought to be adopted without very careful consideration by the Association? In the first place, it lays down the general principle that the introductory course is undesirable, and I take it from the further statements that are made that one of the fundamental reasons why the committee has thought of the introductory course as undesirable is because it repeats certain material. It has been my experience (and I may say I have taught this introductory course for a considerable period of years) that when the young people come from high school they know something about it from the pupil end of the experience, but they know nothing about the organization of the school, and if you plunge them into educational psychology, and even if you take them into the courses in methods of teaching, they will be very blind in their operations because they will have no direct knowledge of the institution as an institution. They haven't been carried behind the scenes at all—the general introductory course that will tell them why the people of the United States are enthusiastic about secondary education; why the people of the United States support their schools; what are some of the problems of organization and supervision.

I found that to be an extraordinarily desirable introduction to the whole field, and of necessity it does cover some of

the ground that will be taken up in greater detail when these young people come to class room management or courses in methods, or the other courses here recommended.

I am personally thoroughly committed to an introductory course, and I am very enthusiastic when I see that one of our most prolific educational writers, Mr. Corley, has been drawn into the same general attitude and has recently produced a book which I am told by the publishers is now very widely used.

I don't object to the report laying down the general principle that we ought not to have undesirable duplication; that seems to be wise. I do think that the announcement by this Association that any duplication is unwise is altogether untimely and very undesirable, and it seems to me that we oughtn't to put a blockade in the way of a course which is at the present time steadily developing in the direction of becoming an entirely competent course; not only so, but it is one of the courses definitely recommended by the most elaborate study that has been made of normal instruction in this country. In the report of the Carnegie Corporation, Carnegie Foundation, I should say, with regard to normal education in this country there is an explicit recommendation that there be such an introductory course.

I am for educational psychology, but when it is described as the science which studies the child and the processes of learning, then I beg leave to assert that the most productive work done in the secondary education has certainly been the analysis of some of the subject matter of instruction and some of the phenomena of social life, and those are not included in this statement that is put in here and confessed by the chairman to

be pitifully inadequate. Now why do we accept a definition that is pitifully inadequate? Educational psychology has swept itself all over the ground and it is, in this report, perfectly clear that there is no particular content for this course that is recommended as the first course. It is psychology in the making. I think it ought to be in the making and it ought very clearly to recognize itself as a field that has a right to define itself in terms of its actual content.

Now we are told in this report that it is the study of the child and the study of his learning process. The fact of the case is that the content of educational psychology as taught in all institutions is a wholly different character. The actual content is not made up of the list of subjects given here by this committee. Moreover this committee said very carefully, I think, in its report (and has throughout its discussions made it perfectly clear) that it does not want to dictate content in detail and that it isn't justified in doing so by any studies which it has pursued; yet, all through the report there are these positive statements about content which are not based on anything in the way of general practice because there is no general practice that dictates the content of educational psychology. The committee says that it has been trying to report general practice, and its own document shows with perfect clearness that it has then proceeded to sift out of educational psychology a certain number of topics the committee has not thought to be wise and not in keeping with the general practice in educational psychology.

There is a third point. I did say that I didn't believe the report was scientific in its content at all. I think we have come into very bad times in education,

those times in which the only kind of science that some people recognize is the average practice of the community. If we base our further progress in this Association or elsewhere upon general practice, carefully averaged, we shall remain in the medieval period. The fact is that our educational science began with the history of education. If this report had been rendered fifteen years ago, you would have had a positive recommendation putting the history of education in advance of everything else. Two or three institutions began somewhat weakly about fifteen years ago to say that the history of education was an unproductive subject. The institution with which I am connected is one of those. Will you look around for the history of education at the present time? There has been a reform in fifteen years, a perfectly legitimate reform.

The history of education is not a suitable subject for young people who are preparing to teach. I don't believe the same fate will fall to psychology, but I am perfectly certain that the psychology that was taught fifteen years ago couldn't be recommended, and yet it was the general practice. The fact is that in fifteen years education has developed a body of material belonging to itself; it has come to have a scientific character that is sufficiently clear, so that we can stand before any organization and say there is a body of material that belongs to education as its specifically organized material. That is the hope of education—that we shall be able to furnish to the academic world a body of perfectly definite, specific material.

Mr. Chairman, I have voiced criticism; I am in sympathy with the effort to clear up this situation, but I tried to be perfectly clear why it doesn't seem to

me that this does it. I think it will be a great mistake for the North Central Association to adopt this report and send it around as a definition of the subject matter of the science of education in our university departments. I would very much rather see this report taken as a report of progress. I should very much rather see this organization send back to the Commission on Unit Courses and Curricula the task of making a more difficult study. Instead of adopting this report, let's ask them to go back and make the study that they say ought to be made, that belongs in the future. Why shouldn't they assume leadership in the future, and why shouldn't the Association join them in that effort?

If this is adopted, it is, in my judgment, a method of deterring the development of a science that is progressing so rapidly that it can not be defined in two or three terms, or in two or three lines. On the last page we have been asked to accept a recommendation that is confessed to be pitifully inadequate. Why adopt this as anything more than a pitifully inadequate preparation for something that ought to be adequate?

It seems to me that our real program here ought to be to say to this committee, "This is a very interesting summary of the evils now in existence; it is a very interesting summary of past history; it is a very interesting beginning of an investigation that can be made productive, and we want you to assume leadership; we have perfect confidence that you can be accepted as leaders in this field when you say that a certain study ought to be made." Let's encourage them to make it; let's give them two years or three (I would be glad to see them use three) and ask them to do something to pull us out of what I be-

lieve they are trying to pull us out of, namely, the morass of an undefined body of material. But let's not try to get out of that by crystallizing something before it has precipitated itself.

The motion I should like to make, Mr. Chairman, is an amendment to the motion. I should like to move that this report be accepted as a report of progress. Or I would like to offer as a substitute motion, if it is too elaborate to go as an amendment, that we accept this report as a report of progress and ask the Commission on Unit Courses and Curricula to carry out that very interesting study that has been suggested by the chairman in presenting this report.

The motion was seconded.

PRESIDENT GAGE: It has been moved and seconded that we accept the report of progress and ask the Commission to continue the study that has been suggested by the chairman.

DEAN CHADSEY: Needless to say I am opposed to the substitute motion. You have just listened to a rather contemptuous statement of the work of this committee. The speaker has admitted that he was the individual quoted by me and whose statement was discussed.

I don't feel that Professor Judd has been quite generous or fair in his statements, first as to the introductory course in education. It is not stated that the introductory course in education is an undesirable course. It was not listed among the desirable courses. Personally I have taught the introductory course of education and I have used Professor Judd's book with perhaps five or six hundred different students. It was only after working with the course several years that I began to be convinced that if a student had to select his courses with considerable care, some other

courses might be more desirable. I will not admit for a minute that I did not offer a good course and that it was not worth while after I had sufficiently added to the content of the text for students to take the course, but the ordinary student, under present conditions, does take and has to take by law in some states, three hours of educational psychology. In many states he has to take three hours of methods. There are six hours. We thought that a course representing the fundamental principles and conditions of high schools was desirable. If we asked them to take that, there are nine hours. If we ask them to take a course in special methods, we will probably have eleven or twelve hours. If we ask them to take practice teaching, we will have perhaps five hours more, and we already will have had seventeen hours before we give any consideration to a large group of courses that the members of the Association, at any rate, seem to indicate that they wish to have among the offerings.

It is not that we consider the introductory course undesirable. We are still offering that course, and we are going to continue to offer the course, but we are not limiting ourselves to the twelve or fifteen hours, and I fear we are not limiting ourselves even to the thirty-five hours in our institution. There is no thought that the course is undesirable. It is a very, very excellent course and does all that Professor Judd says it does.

I don't think that he is quite fair or generous in his talking about the pitiful inadequacy of the report with reference to educational psychology. If you will turn to pages twelve and thirteen of the report, you will see that there is nearly a page which has attempted to suggest

the topics, and we do understand from the last speaker that this in no way represents educational psychology as it ought to be taught.

Note the note at the bottom of page twelve: "In arriving at the list of topics given for the course in Educational Psychology, as well as the lists for the other two basic elementary courses, several representative textbooks were analyzed. All of the topics listed are not treated in any one textbook and many of them in only one or two of the textbooks examined. In some texts the treatment of a topic is general; in others the treatment is from the point of view of the elementary school pupil; and in still others from that of the high-school pupil."

Gentlemen, I don't see how there is anything pitifully inadequate in outlining what is merely summarizing the actual practice in the leading textbooks used in the 199 institutions whose reports we have. I am not saying there might not appear next year an educational psychology which will have contents tremendously better, but we are simply analyzing present conditions and, therefore, it is not quite fair to the committee to talk about its inadequacy.

The one sentence on the last page is inadequate, and I am perfectly willing and very glad indeed in the final report to leave that phrase out, and not attempt to say in one word what educational psychology is. It can't be done in one phrase.

Again, with reference to sending this back for further study. That would mean, it does mean, gentlemen, specifically, that if we follow the advice of this institution, we will go back and attempt to adopt the studies now under way in connection with the University of Chi-

cago. I am delighted that they have the money to carry on these reports. One of the three who wrote in I didn't quote, but who said, "We advise you to get familiar with what Charters is doing in the University of Chicago and follow his advice." That is apparently what is meant, that we are to go back and attempt in some way or other to duplicate the work that is going on. My feeling is that a committee can not do that kind of work. My belief is that the University of Chicago is doing a splendid piece of work in connection with the funds provided by the Commonwealth Foundation, and it is my hope, as I have said over and over again, and say in this supplementary report, that out of it there may come some new lights on the whole problem of educational curricula which we can use.

Mr. Charters was reported at a meeting some weeks ago as saying that he had analyzed 12,000 activities. He has proceeded to classify these activities, and out of that he is going to determine what it is necessary for a teacher to know and develop. That is splendid. It is possibly scientific; I am not sure about that, but it is very, very commendable work, and when it is done I am sure that the North Central Association or any committee will be more than willing to be guided by things which have been proved, but we don't believe that it is wise for us to wait indefinitely, because at some time in the future things will be better.

The North Central Association has been going on for years; we have been having this condition for years. Now what we are asked to do is to refrain from advising that the institutions improve themselves in any way—let things go on just as widely as they want to for

the next one, two, three or ten years, until we are able to present something that is scientific.

Coming back to my original statement, we have conceived that we were asked to make a study of conditions as they are and in the light of things as they are going on in the 199 institutions, and try to present some practical method by which things may be improved. It is for that reason that I do oppose the substitute motion.

PRESIDENT GAGE: I assume that there are several people who will care to speak for and against the substitute motion. The substitute motion is before you for discussion and for a vote. I am going to ask those who care to speak in favor of this substitute motion to indicate it and those who want to speak against it, so that I can order the time and bring the matter to a vote and bring ourselves to lunch.

MR. W. P. MORGAN (Western Illinois Normal School, Macomb, Ill.): I should like to know if the committee who has rendered this report has properly stated its assigned problem in the first paragraph of the report.

PRESIDENT GAGE: Mr. Smith, has the committee in the first paragraph of the report properly stated the assigned problem?

MR. L. W. SMITH: I think so, Mr. President.

MR. MORGAN: Then I would be in favor of the other motion. If that is a correct statement of its assigned job, I think it is covered.

PRESIDENT GAGE: President Morgan's point is that the first paragraph of the report being a correct statement of the task assigned, he is in favor of the receipt and adoption of the report, which is the original motion.

I want to say I did not have in mind to curtail in any way any sort of discussion or comment that you want; I thought it would bring it to an expeditious conclusion if I had an indication of those who wanted to speak for and against and paired them off and made it interesting.

DR. JUDD: Mr. Chairman, I am very sorry to have any personal elements drawn into the thing at all. Our institution isn't standing for any particular program. All I am asking for is that you don't crystallize this thing by adopting it. I don't see at all why it can't serve the purpose of being advice if it is accepted as a report of progress. What you are about to do, if you don't accept the substitute motion, is to accept this thing and say that this is the program that should be accepted by various institutions. Furthermore, please note that we are not asked to adopt the report in its detail; we are asked to adopt these sets of recommendations at the end of the report. This definition of psychology and so on is, by implication, simply the general spirit of the report, and the definitions are here.

It strikes me if we are going to adopt this set of recommendations, they ought to be very much fuller; they ought to be very much more in detail, and we oughtn't to commit ourselves to a general spirit of something.

Furthermore, who assigned this task to this committee? Haven't we a right, as an Association, to say that when a Commission undertakes a task we think it ought to do it in a larger and more comprehensive way? We are told this committee has done what it was set to do. Have we a right to say this is not a thing we think they ought to be set doing? In my judgment, the committee

has done its duty imposed upon it by somebody somewhere. We are asked to put into operation here a program which is all along said to be an inadequate program—an historical program based on bad practice of the past and based on nothing else—and all we are doing in the substitute motion is asking the committee to do something else and asking the Commission to see that it gets a committee that will do something else.

I think it is fair to say that if this program is made a standard in any sense of the word of the North Central Association, it will be out of keeping not only with the practice that exists very probably in the country (and you will notice the date of this report, 1925), but it is to be distinctly out of keeping with the most aggressive practice in the definition of each of the subjects that has been developed since the report of the committee was prepared.

I am not making a plea for any institution; I am not making a plea for any study, but for the science of education which is, in my judgment, inadequately represented in this document.

MR. L. W. SMITH: This is the only bit of fireworks the Commission on Unit Courses and Curricula has had in two days and we don't want to close it up too soon. I should like to move, Mr. President, that this motion be tabled until the next business session of the Association.

The motion was seconded.

PRESIDENT GAGE: All in favor of the motion that this matter be tabled until the next business session of the Association signify by saying "aye"; opposed. The Chair rules that the motion is carried. It will be tabled until the next business session of the Association.

[Following recess the discussion of the matter continued as follows:]

PRESIDENT GAGE: The motion is now before you. It was under discussion at the time of adjournment. The substitute motion is under consideration. The original motion was to receive and adopt the report given by Dean Chadsey. The substitute motion introduced by Dr. Judd was that the report be received as a record of progress and that the Commission on Unit Courses and Curricula be instructed to continue their studies.

Are there any remarks now?

I think I might further explain (and you will note if I am right in my explanation, Dean Chadsey) that your original motion was to the effect that the Association in approving the report approve the spirit of the report first, and second, the institutions of higher education belonging to the North Central Association be asked to consider the substance of the report. That is advisory. That was the original motion. The substitute motion is under consideration, that the report be received as a record of progress and the Commission be asked to continue the study along the lines indicated in the report.

All in favor of this substitute motion signify by saying "aye"; opposed. I am unable to decide. I am going to ask for a rising vote. Before asking you to rise, may I remind you of the fact that accredited representatives of institutional members of the Association and individual members of the Association are entitled to vote and asked to vote. All in favor of the substitute motion, please rise. Those who are opposed will please rise.

The vote is 74 to 74, a tie.

I hear over here from the floor that

in that case the motion did not pass, and that agrees with the inner voice.

Dr. JUDD: Mr. Chairman, I am entirely willing to face the decision, but it does seem to me it is a great pity to crystallize a matter on which half of us are very much in doubt, and in view of that fact, I am going to venture to make another motion. It seems to me it is fair that we should give some further consideration to the details of this matter, and I am going to move that action on this matter be postponed for one year.

The motion was seconded.

PRESIDENT GAGE: The motion is made and seconded that action on this matter be postponed for one year.

MR. McELROY: What, then, becomes the duties or the disposition of the committee? Some further instruction, I think, will be necessary.

PROFESSOR W. M. BLANCHARD (De Pauw University, Greencastle, Ind.): To put a motion of this kind and to pass it of course virtually passes the motion that we just declared not to pass. Are we not bound to put the original motion?

PRESIDENT GAGE: I think a motion to postpone consideration of a question is in order, in spite of the fact that the intent of the motion is obvious enough. I will rule that the motion to postpone is in order. I will be glad enough to be corrected in this procedure by an appeal from that decision. The appeal will record your feelings, if you want to make it.

Are there any questions or remarks?

DEAN NOLLEN (Grinnell College, Grinnell, Iowa): It seems to me that another word ought to be said about this matter before we vote. The adoption of the report of this committee may

seem like a very slight matter to many members of this Association; it is not so slight a matter when it comes to the practical application of the report to the existing situation. I will grant you that the situation now existing is absurd in this respect; for example, I happen to know the officer of one of our states who has to do with the interpretation of the present regulations. It admits general psychology for certain institutions and does not admit it for others, following simply the custom of institutions as to whether they do or do not include this particular course in their statement of educational subjects. That is absurd, and should, of course, be corrected as soon as we know where we stand. However, I wish to point out the fact that the report of this committee is in no sense mandatory. The report of the committee is in effect equal to the motion which has just been voted down by the vote of the chairman. In other words, if we adopt the report of this committee, we shall simply add to the existing confusion rather than to do away with the confusion that now exists.

The fact is that the committee, in which we all have confidence, has so delimited its functions that it has destroyed its usefulness in the practical situation, and it has brought us a report which not being mandatory, not being clear in indications either to the colleges or to the officers in our states who have the administration of the matter at hand, leaves us practically where we were, or if it doesn't leave us practically where we were, it compels the colleges to add to their offerings without any definite evidence that such additions to their offerings are necessary or not. I submit, therefore, to the members of this Association that it is unwise for us to add

such further confusion to the already existing confusion.

Let us by all means give this admirable committee at least another year in which to go over this matter, and then come before us with a report that will be definite in its direction to the officers who are charged with the administration of the actions of this body.

PRESIDENT GAGE: Are there other remarks? You understand that the original motion is before you for consideration. That motion is that the report of the committee be received and adopted. The other motion is that consideration of this motion be postponed for one year, and you are going to be asked to vote on the postponement.

MR. L. W. SMITH: Mr. President, this matter of course, was first up before the committee. The committee made its report to the Commission. The Commission studied it. It has been studying it for two years. It presented the supplementary report yesterday, and the original report and the supplementary report prepared by the chairman of the committee were considered by the Commission and adopted.

I think we, all of us, agree that there is no finality in the report of the committee. I doubt if the committee itself would consider that there was any finality in it. The function of the paper read by the committee this morning was to give due weight to all of the opinion that could be brought to bear, and the chairman submitted opinions for and against various items of the original report and for and against the report as a whole. If this report has any significance at all, it gets it from the weight of the material that is in the report and from the weight of opinion that is given in the last part

of it. That is the only authority it can possibly have.

I may say that the Commission voted to approve. It was a divided vote, but they voted to approve by a considerable majority. I think the Commission took that action because it is not possible for us to take counsel of perfection but go as far as we can under the circumstances. I think I represent the feeling of the Commission on that, and I just wanted to say this word in favor of the report.

PRESIDENT GAGE: Are there other remarks?

MR. J. E. ARMSTRONG (Englewood High School, Chicago, Ill.): It seems to me that the committee has reported on what they were expected to report upon. They were given instructions a year ago.

Now no report binds us forever. It seems to me it would be discourteous to the committee, after they have done a year's work or more upon the subject that they were directed to report upon, to now refuse to accept the report and say that a mistake was made a year ago in the instructions that were given to the committee. We can't correct that now, but if there is any desire for further study, that can be made in the coming year, and there is nothing that we can not change at some other time. So I am in favor of the report.

SISTER MARY MALLOY (College of St. Teresa, Winona, Minnesota): The conditions as they are now existing are gauged largely by the state departments. It seems to me that if the Association goes on record as postponing further study of this problem, it might be well to ask the committee to summarize all the various certificate requirements obtaining in the states of the

North Central territory and set that side by side with the conditions as they are found in the colleges now and compare them. If we can persuade the Departments of Education to co-operate with us, we might arrive at some sort of order in this confusion that all of us face who are training students to go out and teach in the high schools.

I would recommend that an additional committee be appointed to study carefully the requirements for the professional certificates in the states in the North Central territory and tabulate them and summarize them and then meet with a representative of the State Department and see if we can not all come together to help the student.

This is by no means a criticism of this report. I think the work done by the committee is admirable.

MR. STORMS: It seems to me that before voting the motion ought to be clear. The charge has been brought that the Commission has not been scientific in its method of approach on this subject. That is a question, of course, upon which we may differ. If it is not scientific to make a survey of practices and ideas and ideals, why then it isn't scientific.

Now if a motion is passed which either directly or impliedly asks this Commission to go on with its work, they ought to know whether we wish them to go on in the way in which they have been going or whether we repudiate them and their method and ask them to change their method of approach to something that may be characterized as scientific, but which perhaps would be less so if it were more dogmatic in its method of approach. I wonder if that can't be clear.

If we postpone this, does it mean

simply holding it up for a year, or does it mean that we ask the Commission to go on with their inquiries as they have done and lay the information before us perhaps in more complete detail?

PROFESSOR H. A. HOLLISTER (University of Illinois): It has appeared to me all the time that it is a very strange procedure to refuse in any way to receive a report from a committee, especially a report which represents a preliminary study of a very difficult problem. It is true that in that report in the final recommendations, certain suggestions were made which may or may not cause a difference of opinion, but as far as the work of the committee is concerned, it looks to me as though it were really a thoroughly scientific procedure. They found themselves in a peculiar situation, very much like that, I suppose, which the colored preacher had in mind when he called on one of his members to discuss the *status quo*. Brother Rastus asked what the pastor meant by *status quo*. The pastor said, "*Status quo*, Brother Rastus, are the Latin for the mess we finds ourselves in."

Now we are in a *status quo* in regard to this whole problem, and it seems to me to disregard this preliminary work that has caused so much investigation on the part of the committee would be at the very least a discourtesy that this organization could not very well engage in. I am, therefore, in favor of the original motion.

PRESIDENT GAGE: I am going to venture to give this suggestion; it is a venturesome suggestion from the chair. I am going to ask publicly if you, Mr. Smith, the Chairman of the Commission on Unit Courses and Curricula, would be willing to confer with Dr. Judd, and

if Dr. Judd would be willing to confer with you and come before us after Dr. Angell is through speaking with a motion that you will jointly present and which we can pass.

MR. L. W. SMITH: Mr. Chairman, I should like to say that I would be glad to do that so far as I am concerned, and I would like to supplement it with a statement.

So far as the report is concerned in its present condition it seems to me that it ought to be considered entirely on its merits, and it was the opinion of the Commission that it ought to go through on its merits.

One or two of the speakers, in whose opinion I concur, have said that it would be a discourtesy to the Commission if this report were turned down. As I conceive it, reports that come before this body come before this body in order to secure their constructive thought and criticism, and if this report ought not to be adopted, it ought not to be adopted, and matters of courtesy or amount of work that has been done by the committee ought not to enter in. In other words, this report, as any other report, ought to be adopted entirely on its merits, and it is on that ground, it seems to me, that it ought to be considered by you.

Mr. Chairman, I am very glad for this opportunity to make that statement after saying "Yes" to your proposal.

DR. JUDD: I am perfectly willing to do anything that you think is wise in the matter. I certainly didn't want to blockade the reception of this report, but we were asked not only to receive it but to adopt it, and the adoption of the report carried with it the acceptance of the findings of the committee.

I beg leave to state before the group

that there is no disposition to be discourteous to the committee. This is an objective affair. Here is a body of material that lies before us and I am entirely willing to see it accepted, if it is the kind of objective material that this group wants. So far as receiving it is concerned, I did everything I could in the substitute motion to get it received, printed, circulated and talked about. You see the most of us haven't had an opportunity to talk about it before. We have been busy with other Commission meetings and we couldn't go to the meeting of the Commission. Last year we were told it was a tentative report to be considered for a year.

So far as receiving it is concerned, I haven't any disposition whatsoever to stand in the way of receiving it. The thing that I object to is the adoption of the report. It is for that purpose that I am trying to get the thing put where it can be received and talked about and discussed in the course of the year rather than at this time crystallized into something that obviously half of us are in doubt about.

DEAN CHADSEY: I do not wish to make any further appeals of any sort, but I do think that we are using some words inadvisedly. I had not assumed until the last few minutes that we were adopting the report. This is the way the Commission presented the whole subject to the Association: "The committee recommends that the North Central Association put itself on record as approving the general spirit of the report." Apparently that is construed by some to mean adopting the report. I don't see that it does. We haven't adopted the principles. We approve the general spirit of the report, and we recommend that the higher institutions consider it.

Now apparently we are discussing this question as if the North Central Association was adopting the report and thereby committing itself to the specific things found here which it was not assumed at any time the Association would do, or perhaps could do, in a mass meeting of this sort.

PRESIDENT GAGE: The question is on the postponement of the consideration of this report and the adoption of the recommendations for one year. All in favor signify by saying "aye"; op-

posed "no." The "noes" have it; they are louder, anyway, I am sure of that.

I want to ask again if you are willing to have such a conference as I suggested and have a suggestion brought in to us at the conclusion of today's program.

(This was opposed).

Your recommendations are that we approve the spirit of the report and that the colleges be asked to consider the principles of the report. All in favor of that motion signify by saying "aye"; opposed. The motion is carried.

Payment of Fees

The Association at the time of its last meeting voted that the fee for membership in the Association be changed as follows: That the fee from higher institutions be increased from ten dollars to twenty-five dollars and the fee from secondary schools be increased from two dollars to five dollars; that the inspection fee from higher institutions be raised from twenty-five dollars to fifty dollars. The annual fees are now due and should be sent to Treasurer W. I. Early, Sioux Falls, South Dakota.

Selection for Higher Education in a Democracy*

By JAMES ROWLAND ANGELL,

PRESIDENT OF YALE UNIVERSITY, NEW HAVEN, CONNECTICUT

My paper is called "Selection for Higher Education in a Democracy," and you will recall, I am sure, the distinction in "Alice" between what a thing is and what the name of it is and what it is called. You must decide for yourself what it is and whether it shall have a name.

Apart from the oratorical excesses of the Fourth of July, and other similar patriotic occasions, it is probably true that the virtues of unmitigated democracy are at present under more vigorous, critical scrutiny than at any time since the Civil War. Signor Mussolini is not the only, although perhaps the least cautious, of the unfriendly critics of nineteenth century democratic ideals. Some persons think we have too much interference in so-called personal liberty; others think that we have not enough, and both parties find fault with our government for the conditions to which they object. Few believe that the greatest good of the greatest number is being actually secured or even generally aimed at. The selfish interests and beliefs of blocs and factions are everywhere seen obtruding themselves into our political and social life at the expense of the welfare of the community as a whole. That any other form of government would necessarily do better is rarely urged, but it must be frankly confessed that the respect for law and for law-making bodies, the re-

spect for courts and their procedures, which are absolutely indispensable elements in a stable and successful democracy, have been in recent years seriously impaired, and in so far forth confidence in our form of democracy has been shaken.

When one has made all necessary allowances for the shortcomings of our democratic political organization, there is still to be accounted to its enduring credit the most extraordinary system of public education which has ever been undertaken on so large a scale, and while this system owes not a little to the belief that a modern democracy can not tolerate the general existence of illiteracy, a conviction which has been translated into compulsory education laws from one end of the land to the other, it is chiefly the outcome of a deep-rooted conviction that true democracy must afford as nearly as possible equal opportunity to all its children and that free public education is the most important, as it is the most tangible, form in which such approximate equality of opportunity can be put within their reach. Both sentiment and political interest, accordingly, combine to justify the widest offerings of education to the young of each generation.

With some regret, but inevitably in view of the exigencies of your time and patience, I refrain from discussing the educational aspects of the church and the theater and the effects of those extraordinary forms of public education

*An address delivered by President Angell before the annual meeting of the North Central Association, March, 1926.

springing from the movies and the radio, to say nothing of the more sinister influences of the yellow press, the pornographic periodical and the gum-chewers' illustrated tabloids for whose importation into America Chicago capital and initiative enjoys so unenviable a prestige. I merely pause to stress the familiar fact that the school is only one among a great variety of educational agencies not a few of which menace directly the highest values which the schools are maintained to foster.

Philosophers and social scientists alike have been generally agreed that in the last analysis the success or failure of democracy as contrasted with other forms of government will hinge upon the capacity displayed in choosing leaders. If any system can be devised whereby democracy can be induced to choose those of greatest wisdom and largest ability to assume responsible conduct of its affairs, then there is no reason why it should not prove the happiest and the most enduring form of government. But if, as has often occurred, it insists upon clothing with authority men of mediocre intellectual ability and easy moral sense, it may at any time go to pieces and be replaced by some political form which evinces a keener and more intelligent appreciation of the values for the community of expert and honest service. While I should not want to dwell upon this unduly, I think it is only fair to our estimate of our own national accomplishment to recognize that the great sister democracy across the sea, which we call the Mother Country, has succeeded in this matter of bringing into public office men of outstanding ability, men who are in every sense the leaders of that community, to a degree to which we as yet cannot lay claim.

If it be indeed true, as I believe to be the case, that one of the great outstanding achievements of our democracy has been its system of free public schools and universities, it must with equal frankness be admitted that the educational procedure of the country still leaves much to be desired. It is, for example, perfectly obvious that up to the point at which the compulsory education requirements cease to operate, there must be a very plastic and generous interpretation of scholastic requirements. In part, as a consequence of these laws, the schools inevitably carry a rather heavy burden of children who, because they are dull or uninterested, or for whatever other reasons, accomplish the legal requirements very slowly and imperfectly, or not at all, prior to the expiration of the age limit set. The drag thus imposed on the public education system, taken in addition to other burdens it has to carry, is often very heavy; but when one passes these limits, and especially when one comes to the regions of higher education, properly so-called, one may fairly inquire whether it would not be in the interest of democracy itself that the severity of the standards should be appreciably increased, that selective principles should be more vigorously introduced, and that competitive procedure should gain larger recognition. Certainly it is to higher education in all its branches that we have to look for our real leaders in law, in medicine, in theology, in engineering, increasingly in industry and commerce, and in all the larger social and political issues which in these highly complex times can only be dealt with successfully by trained minds of great natural power and a fixed bias toward diligence and a conscientious discharge of duty.

If one is thinking of the matter purely from the point of view of the individual, much may, of course, be urged in favor of lenient standards in the field of higher education, on the ground that development of a measurable degree of richness in intellectual life is itself eminently worth while, a source of substantial satisfaction in later years, and at worst a harmless luxury for those who can afford it. This line of consideration has indeed some force as it applies to the more familiar collegiate constituency, but if the problem be thought of more narrowly in terms of ultimate social welfare, one may well question whether for certain strategic institutions at least, if not for all, severer competitive selection, such as has already been referred to, may not be far more important. We shall, of course, be told that we have already a reasonably effective selective procedure. It will be pointed out that our colleges either protect themselves by entrance examinations, or by certificates from competent schools, or by other devices, against the invasion of the unfit; and similarly we shall be told that our professional schools set up certain requirements which perhaps stress the quantity, rather than the quality, of the training demanded of those who propose to enjoy their advantages. On the other hand, only the incorrigible optimist, providing he were in the least familiar with current conditions, could fail to acknowledge the many undesirable features of our present situation.

It has been said that we are suffering from two great difficulties in our institutions of higher learning which are in a sense part and parcel of a common difficulty, but which are, nevertheless, distinguishable. The first has to do with the disintegration of the teaching staffs of

our educational institutions by the war and with the extraordinary increase in student attendance. We have been wholly unable to supply anything like the necessary number of trained and experienced teachers to deal with our classes. The result has been that we have either permitted our older men to lecture to huge masses of students, later broken up into somewhat smaller groups for so-called quiz exercises, or we have turned over to callow and utterly inexperienced teachers far too large a proportion of our charges, with consequences which even the wayfaring man may observe.

Apropos of this, a story came over my desk only a week or two ago which seemed to me to illustrate very graphically what the real situation is. The president of an institution well known in this gathering applied to the dean of a graduate school, also not unknown in this assemblage, and he said to him, "How many students are likely to take the doctor's degree in English in your institution in the coming June?"

"Well," said the dean, "probably three or four."

"I will take them all," said the president.

The dean said, "Wouldn't you like to see them and talk with them?"

"Oh, no," replied the president, "why waste their time and mine? I have got to have them; send them along."

The dean inquired, "What do you want to pay them?"

"Anything they have to have. I'll take the bunch,"—on the hoof, as it were, f. o. b.

In the second place it is alleged that the tremendous increase in the student population of our colleges has been accompanied by a change in the character and purposes of that group, sufficiently

wide-spread to affect the whole tone of higher education.

It has probably always been true in modern times that a certain proportion of our American college students have gone to the colleges and universities because they believed the college degree to be an economic asset of consequence, or because they craved the social excitement and the social prestige supposedly attaching to such an experience. Not a few have been entirely cold-blooded and cynical in their belief that the college life would open up social contacts which could later on be exploited for financial or social gain. Now none of these motives (and many other similar ones are operative) can, as such, be perhaps entirely condemned, and certain of them are perfectly natural, and morally justifiable. Nevertheless, in the measure to which the tone of a student body is set by young persons cherishing motives of this kind, one must recognize frankly that certain types of spiritual and intellectual values which the college has sought to cultivate will almost inevitably be sacrificed and that the standards which *can* be maintained will be materially effected thereby. It is mere fustian under such conditions to talk of the advantages of liberal education, the pervasive influence of cultural ideas and aims, the beneficent effects of the classics, or to fall back on any of the other verbal opiates with which we often try to dull our ruffled educational consciences. If, and so long as, the controlling purposes of any large part of our student body are devoid of outlook upon the real significance of the world of thought and ideas, of literature and art, we shall at best achieve a rather cheap and shabby education. "But," some one says, "their ideals can be changed, and

it is the job of higher education to change them." So be it, but it will not be accomplished without prayer and fasting, and certainly not without producing some shock in parental circles which are often much more worldly minded than those in which the children move.

Theoretically one may set any objective standard one chooses to determine fitness for entrance *to* a college or for exit *from* it, either with or without a degree. But in actual fact, the criteria in both cases are in large degree determined by the kind of human material with which one has to deal, and without committing one's self to a doctrine of cynical despair, one who has had extended experience with academic life must acknowledge that the really vital standards are those which an appreciable majority of the students can be induced or compelled to accept, and these standards will in turn be critically affected by the social background from which these students come and the prevalent motives which have brought them into the institution.

Possibly the most serious criticism which can be urged against the existing standards of selection is that they are unduly compromised by economic considerations. Certainly a very large part of the increase in college student attendance which has occurred since the war is derived from social groups which in days of less general financial prosperity would rarely have thought of sending their children to college. The brilliant boy or girl, it will be said, can now, as always, if sufficiently desirous of so doing, secure a college education even in the face of grinding poverty; and thank God this is measurably true, but it is only partly true, for it presumes robust health and freedom from domestic obligations

which often fatally interfere, and in any event it does not alter the fact that economic circumstances play a decisive part in the marked increase of the college population in recent years.

Assuming for the moment that some introduction of more severe criteria for part at least of the candidates for higher education were desirable and practicable, and especially that they could be made to include the more strictly competitive element, we might hope at no remote date for one or two significant consequences. The flood of young people pouring into our colleges and universities would perhaps be temporarily checked and an opportunity afforded for the more effective recruitment of college and university teachers; or at least the young people who appear might be appreciably better trained and show themselves keener to exploit the intellectual opportunities for which higher education is ostensibly established.

If the conception of competition be found offensive either on social or educational grounds, it may be recalled that there are many phases of our national life in which these elements figure in an important and wholesome manner. For example, in the choice of a foreman, a department head, or a chief of an industrial or commercial concern, the competitive element is fairly sure to play an important if not a decisive part. Inevitably favoritism and poor judgment figure in such choices, but the economic interests involved put a heavy premium upon finding the man who is actually best fitted for the job. Civil service, imperfect as it is, at least aims at a similar competitive selection of the best equipped. Even in the open political field there is a certain survival by competition, which sometimes gives us very

able officials; at other times we are obliged to admit that the result is humiliating.

If the public schools, backed by compulsory education laws, are supposed to protect us against the ills of illiteracy, the colleges, universities and professional schools are, as we have already observed, justly expected to give us our leaders in all affairs of large intellectual and social consequence and to protect us against hopeless mediocrity in this group. To enable these institutions, not a few of which are apparently embarrassed by current conditions, to achieve something approaching their maximal service to their able students, more effective selective devices are certainly essential, and these may be employed in at least two general ways.

There are all sorts of detailed forms of procedure by which in the first place there may be a more drastic sifting of the applicants for admission. I need not pause to detail such possible changes in procedure, certain of which might involve the mere extension of present practices. They might affect the fraction of the lower school class from which entrance to the higher institution was permitted. They might look toward a stiffening of the actual credentials required, quantitatively, qualitatively, or both. They might involve competitive examinations covering various kinds of essential qualifications. There are dozens of things that could be done if the community and the institutions were persuaded that such a course were desirable. It would be horribly unpopular over large areas from which college and university students are now drawn, but it is possible that it might be immensely stimulating to the intellectual and educational standards of the country.

The other possibility, already long practiced in Britain and in various forms now creeping into the United States, is the segregating of the very able students for special preferential treatment. The principle involved sets a minimum entrance requirement which is met without any great difficulty by considerable numbers of applicants. It then differentiates between those who on the one hand have real ability and some serious intellectual purposes and those who are on the other hand suffering from inferior ability or from lack of scholarly taste and ambition, or both. It devotes great care and gives its best opportunities to the former group. It more or less forgets the second group.

Another possible method of dealing with the problem, a modification of that just mentioned, would involve the setting up of what would in effect be a special organization inside the walls of the larger institution, whether college or university. Into this special organization, whatever it might be called, would be drafted the ablest of the students presenting themselves to the institution, and there they would be given highly individualistic treatment, though by no means necessarily of the hothouse or spoon-fed variety, a treatment designed to offer them the most substantial and thoroughgoing education that can be provided. Needless to say, such opportunities would permit them to move as rapidly as their abilities justified, and to pursue their studies as long and as far as might be deemed expedient. Incidentally, they might be given the advantages of occasional residential contact with the ablest scholars in this institution, thus introducing once again into American education that element of informal, social contact with men of distinction whose loss

has been so serious for many of the finer values of the intellectual and social kind.

Now I imagine that it would hardly be disputed that by and large our American procedure has been very different from any of the methods just mentioned. Consciously or unconsciously we have said to ourselves, "Here is this great group of young people that we have admitted to this institution. It is our duty to try and do the best we can for all of them;" and as a result, we have tried to put them all through much the same mill at practically the same pace, judging them by substantially the same standards, with the inevitable consequence that the pace has been set at a comfortable jog trot with which the average student, without too serious effort, can keep up. The poorest student is often so much out of breath that occasionally he has fallen by the wayside, while the ablest student has at times almost died of ennui while waiting for the procession to catch up and in despair has betaken himself to all kinds of so-called extra-curricular activity, literary, athletic, dramatic, or social, in which to invest his teeming and unexpended energy. Not that the extra-curricular enterprises, let me say, are shunned by the mediocre and the intellectually indigent; but for the latter, participation represents a paramount interest rather than the mere use of free time; all of which, of course, is perfectly familiar.

On this level the question is whether for a democracy like ours it is wiser to expend all, or the larger part, of our institutional energies slowly lifting the great average up, or whether we should more wisely center our activities more generously on the unusual, the gifted individual, the man who can in all probability make the most certain and the

most valuable contribution. If not all institutions can do this, is it wise that a considerable group of selected institutions should undertake it?

It will be said that the gifted man is precisely the individual who least needs special help or special privilege, that he more than any other is able to fend for himself, and there is truth in this contention. But there are limits to the extent to which he is, or can be made, independent of his intellectual environment; and if he be persistently surrounded by mediocrity and subjected only to standards which for him are flimsy and trifling, it is hardly to be expected that the fabric of his mind will be enriched and strengthened by academic training as it is only fair to him and desirable for society that it should be.

In other words, the effort to afford unusual opportunities for the able and gifted student is simply another way of avoiding the intellectual disintegration, which is an invariable by-product of unduly fostering the interests of the mediocre. It must be frankly admitted that no one is in a position at present to say just how many college graduates a democratic social order like ours can properly assimilate per annum. The misgivings of those who believe that we now have far too many may be justified, but on the other hand they may not. The one thing which seems to stand out with any very great clearness is that we have been receiving students into our institutions of higher learning much more rapidly than we could find, or pay for, competent teachers to take care of them.

As a mere program of social philosophy for a democracy, it might perhaps be agreed that higher education ought to be the privilege of those peculiarly fitted

to profit by it and to give back to society in the form of first class service, the benefits of the training received. Certainly this part of the educational process is the most expensive, and in many ways the most difficult, and to waste it on the unfit or the unwilling is a peculiarly gratuitous blunder. That it is now wasted to a considerable degree is suggested in part by the mortality statistics of our stronger institutions, ambiguous as such statistics inevitably are. Furthermore, there is a very considerable agreement among college and university teachers that our present standards are too often soft and our average output too often intellectually flabby.

We have heard much in recent years of the obligation of the community to seek out and deal sympathetically with the subnormal child, and no doubt this principle is as sound socially and economically as it is sentimentally and morally. Just at present the cult of the highly endowed child is enjoying favor, and for it, too, there is much to be said. Indeed, it is this same problem as it presents itself when we reach the latter years of adolescence to which I am directing your attention. No such change as I have in mind could or should come about suddenly. It must be brought to pass gradually and at present the question is perhaps one of the direction in which we propose to face, rather than one of immediate, practical measures of a critical kind. But I fearlessly predict that unless we manage to infuse into our institutions of higher learning appreciably more rigorous standards of achievement and far richer opportunities and far more compelling inducements for the student of outstanding capacity, we shall fall lamentably short of serving our country as she deserves, and of of-

fering to our abler students the opportunities which they thoroughly merit.

A few final summarizing statements bearing on our topic may be set down as approaching the axiomatic.

In the first place, a democracy, no more and no less than any other form of government, will fall short of its possibilities and may indeed encounter shipwreck, if it does not succeed in putting a fair share of its ablest citizens into positions of leadership.

In the second place, under our form of civilization, with its unprecedented stress upon highly developed techniques of one kind and another, real leadership must devolve largely upon the best educated men.

Third, to be sure of securing the best educated, there must be methods for securing the best to educate.

Fourth, to bring the ablest to the front, there must be competitive selection so set up that those elements in a man's qualifications, that are really pertinent to the duties to be fulfilled, or the privileges to be enjoyed, are assigned decisive weight in the selection.

Fifth, unless democracies can set up procedures of this general character,

they will presumably go down before other governmental forms which do, or will, produce such results.

Sixth, the institutions of higher learning will increasingly supply the real leaders. It is already true in the original so-called learned professions and it is rapidly becoming true in engineering and the more responsible positions in commerce and industry.

Seventh, there is now a certain measure of selection in pitching upon those who are to be given entrance to these institutions, but it is often very imperfect and in many ways superficial. We are always more moved by the fate of the individual than by that of the institution or of the social group, and if those who now complain of excessive numbers and inferior qualities in the student bodies are serious in their protests, there is no insuperable obstacle to their relief by the more intelligent selection of the fittest.

When such selection is more effectively achieved, it will be possible to establish controlling ideals within our colleges and universities which will call out all that is finest in the latent capacities of our young people.

Next Annual Meeting

The next annual meeting of the Association will be held in the Sherman Hotel, Chicago, March 17, 18, and 19, 1927.

A Good Word for the College*

*Criticism Without Injury
Praise Without Flattery*

By H. M. GAGE

PRESIDENT OF COE COLLEGE, CEDAR RAPIDS, IOWA

When I was elected president I am sure that none of you realized that one of the inherent faults of our organization would thus be made evident. I refer to the necessity of listening to your president. I disclaim all responsibility and lay it at the threshold of organization.

This subject is obvious enough. Obviously, too, it is suggested by the fact that a year ago your president, Mr. E. L. Miller, spoke a good word for the high school. The North Central Association was founded for the purpose of creating better and closer relations between high schools and colleges. So when I have done speaking it may be said that the contracting parties having been well recommended by themselves the union is happily consummated. When a minister officiating at a wedding said with an interrogative emphasis, "If any one here present knows just cause why this man and woman should not be united in marriage, let him now speak or forever hold his peace," the bridegroom answered, "I will."

Before speaking a good word for the college, before beginning to hold my peace about her unfitness for intimate relations with such perfection as Mr. Miller proclaimed the high school to be,

I want to say a good word for the North Central which is the minister officiating to consummate the union. There are those who say that the minister has never been ordained and is not qualified to act. This charge is true. The union is, therefore, morganatic or irregular. Also, it is, therefore, one of convenience—utmost convenience. A year ago a man of power in state politics told me that the school board in his town would run its own affairs and that he would introduce in the next legislature a bill prohibiting the North Central from functioning in his state. In that circumstance our marriage of convenience for convenience would be very convenient. The law cannot well regulate a voluntary association. However, the character of the work done by the North Central is in part recognized by the courts. Last spring I was summoned as an expert witness to the U. S. District Court. The Court wanted to determine for record the standards of the North Central and especially to determine that their application by high schools and colleges is voluntary.

Nevertheless, the North Central as a standardizing agency has authority. The sanction of its authority is occasionally a matter of importance. Years ago a Calvinist was expounding the minutiae of predestinarianism. A Jacksonian democrat, commenting on the sermon,

*An address delivered by President Gage on the occasion of the annual banquet of the North Central Association, March 19, 1926. Mr. Gage was the retiring president of the Association.

said, "It may be that God orders the details of our lives, but I am here to tell you that when they find it out the people won't stand for it." The democrat was right. But God is not thereby deprived of power. One recalls the agonized cry of Guinevere when she beheld King Arthur, her better self, depart ghostlike to his doom.

"Ah my God,

What might I not have made of
Thy fair world

Had I but loved Thy highest creature
here.

* * * * *

We needs must love the highest
when we see it."

The North Central itself is powerless to impose its standards. The people will not stand for it. The Association may, however, rely on the inescapable authority of the love of excellence.

In the long run this is true. It ought, nevertheless, to be borne in mind that the North Central as an organization is immediately powerful. A young instructor in physics was serving in France in the Sound Range-Finding service. In a hell-hole under fire he and his companions fell to asking, What kind of a Being is God? One said Lincoln was right when he refused to pray for God to be on his side and was anxious only to be on God's side. The instructor said, "Lincoln was wrong. We are in this war to win, and we are going to win. I hope God is on our side. If he is not, so much the worse for God." One may always hope when he sees a great and powerful organization in action that its triumph may not diminish or delay the ultimate triumph of eternal goodness and justice. Now when I think of that problem I always say that the integrity and ability of those who set up and administer North Central

standards are its guarantee of goodness and justice. They are, too, its chief sanction of authority and the evidence that right is on the side of the Association.

In my town is a retail furniture dealer who advertises far and wide that he has a heart. He tries in this way to tell us that he will not impose on us. So he gets good will. The North Central has a heart. That is a good word for us. Folks who face our standards sometimes find it difficult to believe this. Some years ago when I came home from the college my children were holding a field meet. The immediate event was the high jump. One end of a rope was tied to a tree. Avery held the other end. Mary was running and jumping like a young deer. Avery, being a boy, began to strut about saying, "Girls cannot jump, can they Daddy? Hold the rope. Watch me jump. Raise it higher. Higher yet." The rope was now chin high. Impossible for him. Just as he started his jump I let the rope down to the level of his knees. Even so he caught his toe and fell heavily on his nose. Lying on the ground, bleeding, eyes flashing fires of anger and resentment he hurled defiance and charges of perfidy at me. "Say dad, you jerked that rope too damn high." It took some patient persuasion to convince him that I had not raised the standard, had in fact lowered it a bit especially for him, that his daddy had a heart. I have seen similar situations in our association. Without details of application enough has been said to illustrate the good word I have spoken for our standards and those who administer them.

The heart of the North Central is friendly. It is hospitable. Standards and standardizers are a scarecrow. Those who think they are a vulture,

may find joy, consolation and a true or-nithology in the following parable. Once I said to a scarecrow, "You must be tired of standing in this lonely field." He replied, "The joy of scaring is a deep and durable joy. I never tire of it." Taking his reply to heart and meditating seriously on it, I said to the scarecrow, "You speak truth. I, too, have known that joy in the North Central." Said he, "May be so. Only those whose heads are stuffed with straw can truly know it." Then I left him not knowing whether he had complimented or belittled me. A year passed. The scarecrow and the crows became philosophers. And when I came that way again I saw two crows building a nest under his hat. Moral: I have in my time seen many crows frightened away. And I have seen them return to build nests under the Association's hospitable hat.

The North Central is democratic. Whatever means of grace it may have are free and efficacious for all believers. They are unregenerate slanderers who say that our hymn officially adopted, frequently and fervently sung is

"We are the sweet selected few,

May all the rest be damned,

There's room enough in hell for you,

We'll not have heaven crammed."

Now a good word for our point of view. A southern mountaineer sat in the dog-run between the two one-room buildings which constituted their home. They sat facing in exactly opposite directions. All was silent. Then there came a faint regularly recurrent chugging noise. "What's that," said the old man. The noise came nearer and was clearer. Then it became fainter. Then it disappeared. Again there was silence. The old woman then answered the old man's question. "Why I guess that was

Eliza's funeral. And I guess the noises was automobiles. I guess they was." "Ain't it too bad," said the old man. "What's too bad?" said the old woman. "Eliza dyin'?" "No," said the old man, "too bad, settin' and facin' the wrong way." The North Central faces its standards. It wants everyone to face that way. Nothing interesting and important ever happens when folks face in the wrong direction. Our first duty then is to develop a perfectly accurate sense of direction, a knowledge of present position and of goals to be achieved. Our second duty is that of helpful leadership. This phase of our work is now receiving a new emphasis.

Two significant resolutions were today introduced and passed by the Association. First, on recommendation of the Commission on Higher Institutions the Association has declared its willingness to look beyond the much interpreted and elongated financial standard (Number 12), beyond all formal conformities and non-conformities to recognize, approve and encourage the realities of spirit, purpose, and achievement in higher education. Colleges may now have the benefit of surveys under the direction of their Commission. Second, on recommendation of the Commission on Secondary Schools a committee will be appointed to report constitutional amendments providing for an expression in the constitution of the Association's idealism, its forward-looking point of view, and in particular providing for constitutional expression of the fact that our chief business is not "accrediting" and publication of "lists of accredited institutions." These resolutions emphasize our point of view and mark the beginning of a new day of fellowship and mutual helpfulness among educational in-

stitutions and educators in North Central territory. In that day educational endeavor and achievement will, of course, be generously and formally approved. Most of all every institution in the territory will come to feel that the big thing, the really honorable and creditable thing in education is to face and move in the right direction.

A colored soldier in France in November, 1918, went to his captain and said, "I want to go home." The captain replied, "I think you do. A number of us feel the same way." The soldier said, "I know that, sir, but I enlisted only for the duration of the war." The officer replied, "O, the war is over all right, but the duration has just commenced." With that comment I formally announce that I am not for the moment going to speak any more good words for the Association and that I am just beginning to speak a good word for the college.

Poor Robert Burns died wishing that some power would endow him with the gift of seeing himself as others saw him. Obviously he was not a college president with a daily morning mail. This mail tells the president that his students cannot answer simple questions. Where was W. J. Bryan born and why? Why do the world's most famous makers of cough-drops wear whiskers? Generally the college is derided. It is said to be like in the world in the beginning—without form and void. By affirmation of the logical contradictories of statements that come to my desk I could speak many good words for the college.

It is easy, of course, by studying history to speak a good word for the American college with emphasis on "American." Americanism as a quality of mind and heart means an open door for human life. It means that nobility is not

secured by government patent. It does not mean that one man is as good as another and that superiority is not to be recognized sometimes in approved lists. It does mean that the height of a man or of an institution is of itself convincing and that

"There ain't no man wears a label that I'd read

"And if there was, I'd stick to this un-failin' plan

"A feller's what he does."

Americanism means freedom especially to think in public, to speak, print, and defend one's opinions in public in the face of opposition and in spite of persecution. It does not mean that one man's word or idea is as good as another's. It means that just as soon as a long-eared wise-looking animal begins to hee-haw, everybody knows that he is a jackass; that America has grown great and strong by unreserved commitment to the principle of talking things over in public; that the way to prove that an idea is wrong is to get it expressed.

"Americanism means answering in the affirmative the old question, "Am I my brother's keeper?" It means responsibility.

It means progress not only in invention and discovery—in things material—but also in intellectual and spiritual life and especially in the behavior of people in their relations to each other.

Of all of these qualities of our Americanism I think it is demonstrable that the American college has been a fine expression. As an educational institution it is unique. We have, therefore, some reason to be proud of the college as an American institution and of its expression of and contribution of our country's life.

The records of the inauguration of American college presidents and numerous college conferences bear frequent reference to the point I have been making. The record of the American college is clear. It is also glorious but is it, too, one of the vanished pomps of yesterday? Our Americanism which recognizes no patented and inheritable nobility takes little pride in a potato vine aristocracy mostly underground.

Here is an oft-repeated story. The high school gives the work formerly given in the freshman and sophomore years of the college. The junior college is an extension of the high school course and is now incorporated in the public school program. By it the high school has reached up to include the first two years of the present college course. From above professional schools have reached down to determine the content and fix the emphasis of the last two years of the college course. The old-fashioned college which has bulked large for so long a time in American life has gone. Of course we reverently pause to speak a good word for it. One is reminded of Alice's cat in Wonderland. Its tail, hind and fore quarters disappeared. Then its ears, eyes, nose and whiskers. Finally only its smile remained. Certainly every good patriot who knows his country's history remembers with gratitude the college which has smiled so benignly on American life. Speaking of a cat reminds me of an old song of which the refrain was, "And the cat came back." The American college is feline. It has a multiplicity of lives. It certainly does have a tendency to come back. Therefore, I speak a good word for its resiliency.

Financial reports coming to the Commission on Higher Institutions are

sometimes certificates of death impending or achieved. Self-respect indicates a frank acceptance of the fate indicated in financial statements. Two life-long enemies came to the end. First one died. On his gravestone by his order was inscribed, "John Brown, I still live." Soon thereafter the other died. With the privilege of having the last word he ordered a grave beside John Brown's and this inscription, "John Smith, I am dead and I admit it." Instead of doing so the institution that is dead or dying attempts a resurrection and becomes a money raising organization. As an educational enterprise it teaches its constituents the true objects of philanthropy and how to give.

Having no intention of being diverted from my subject I am going to speak a good word for the college in financial difficulty. A driver was beating his mule. He laid his black snake repeatedly on the mule's back just to the right of the spinal column. A scientist offered advice. He said, "I would distribute my blows. I would beat the mule on the back, both sides and on his belly, on hind and fore quarters. I would beat him all over. By a summation of stimuli pouring into centers of sensation from the entire periphery I would convince the mule that now is the time to move." The driver replied, "I figure to concentrate on this one place. If I can get him to move there he will move all over." This is a good word for what may be in the mind of the president of a college that is in financial difficulty.

I can even speak a good word for the poverty of colleges. Rather I can speak hopefully, sympathetically, and even patriotically for colleges in poverty. Most American colleges were born poor. So were most Americans. So was America.

Poverty is a part of the Americanism of our rich America. Our rich men can usually say, "I came upstairs into the world for I was born in a cellar." So can most colleges. The wisdom of Confucius appeals to us. "Man's chief dignity consists not in never being in a hole, but in getting out every time he gets in."

Nearly all American colleges are philanthropic enterprises. Some colleges are so poor that they are known as "missionary." Certainly the missionary impulse is laudable if it is not futile. Futility! Now I must surrender. Futility deserves no compliment. But I can indicate a certain venture of faith in education, a missionary impulse which was not altogether futile. A good many years ago a college on the western prairies operated for a time in an old hotel building and then in a warehouse. There were no instructors in that college. All teachers were professors. I was a professor. I remember certain students. One is now a professor in Dartmouth, one a professor in Cornell University, one a professor in Kentucky University, one in Randolph-Macon, one in Pennsylvania. Three are pastors of large churches in Minneapolis, Buffalo, and Newark. How much better they would have done if they had gone to another college in which I was not a professor! It is only fair to say that serving with me on that instructional staff were men who have become professors in the following institutions: Illinois, Colorado, Syracuse University, University of North Dakota, Rice Institute. All of them went directly from Freshwater to the positions they now hold.

The above remarks concern the futility of the missionary impulse. In some respects they are not pertinent. It is,

however, pertinent to add that for years Freshwater was not accredited. After fourteen years it said to the Association; "What shall I do to be saved?" In reply the Association said, "Get the true religion of education. Be converted. Turn around. Face in the right direction. Here are standards—ideals first to be approximated and then realized.

Before bidding farewell to missionary impulses and futility I want to quote a remark made in commission meeting by one of the North Central's most intelligent and severe standardizers. "For standardizing purposes there is a vast difference between a fifteen-minute missionary inspiration and a permanent bent of the spirit." The fulfillment of standard requirements must be uniform, continuous and dependable. I speak a good word for the missionary impulse that is a genuine and a permanent bent of the spirit.

To many lowly colleges our standards are stars to which presidents are trying to hitch their wagons. Sometimes I remember that the stars shine brightest to eyes that gaze from the depths and that when one has constructed a very good wagon he cares less for the stars. "When thou hast eaten and art full, then beware lest thou forget God."

Most American colleges are small. I presume it's just as possible to speak a good word for the college that is small as it is for the college that is poor. The word is easily spoken for it is traditional. In this form I speak it. A lad wrote to me, the president of Freshwater, applying for admission. After "yours truly" and his name he wrote, "P. S. Are your courses individual or classical?" I replied, "They are individual. We have no classes. The college is small. There are only four students of college grade.

You will receive individual attention." With so much attention in a small college you are prepared to hear that he made a great record. But after he came to college he ate too many peanuts and died. This remark is irrelevant. For I do not know the correlation existing between the appetite for goobers and college population. So sticking to my subject I may say that it is easier now than it was ten years ago to speak a good word for the small college. Then the old standard requiring one hundred students had teeth. But it no longer bites. Now endowment requirements are determined by enrollment. So it turns out that while I may speak a good word for the small college I could speak a much better word for many of our colleges if they were smaller than they are.

May I in conclusion speak a final good word for our association. The Association functions in twenty states. They are in the Valleys of Democracy, the Valleys of the Missouri and Mississippi. Responsibility for educational standards in this great area certainly requires of us conscience, co-operation, intelligence, and sacrificial voluntary service. It requires faith and it is of our faith I am especially proud.

Education has been used much to preserve a status quo now in church, now in state, now in economic life, and sometimes by worship of standards in educational institutions. But our faith is in progress and our standards operate in the direction of improvement. We believe that the supreme end of life is evolution—not biological but spiritual. We do not believe that the supreme end of life and of all education is to train men to preserve a status quo, to keep themselves as they were and their institutions as they have been. The supreme

end is the production of certain changes in human nature, the development here of a race superior to any that has ever existed before. Changes in our circumstances, a more equitable distribution of material goods among all classes of people, a solution of the problem of earning a living, the perfection of our government, the realization of social justice—all of these changes may be wrought by our schools. But the supreme end to be realized by all of these changes is the perfection of life itself. This is our faith. Abiding in our skeleton of which every bone is standard, hidden by our scarecrow raiment of our organization is our soul, a principle of life, a belief in the perfectability of human life.

When the dying leader of Israel was taken to the mountain from which he was permitted to see the land he could never enter, it was the Promised Land that was revealed to him. This has been interpreted to mean the land of the fulfillment of every hope. Palestine never was that. It was just a land of promise. It was that because it was a land in which great seers and prophets set standards hitherto unattained and unimagined and saw as men had never seen before the great promise that is latent in human nature.

Our America has been called a Promised Land, a land of fulfillment. It is not that. It is a land of promise. By reason of its churches and schools and their typically American relation to the state, this land of ours is a land in which the promises and prophecies of human life shall come more nearly to fulfillment as new visions and new standards lead to new efforts and new realizations in years without assignable end.

I have tried in the fellowship of this dinner to lead you for a moment from

the hurley-burley of the valley with its harassing details of educational administration to the hilltop to see the upward movement of life in which it is given to us to participate. From this vantage point our Association certainly means to all of us that with respect to vast and varied interests of human life in process

of education and so far as the opportunity and responsibility to serve are ours, we are leading our fellows and children into the kind of future we want to have. Our work well done means that our part of America will be to our children what it was in the beginning—another name for opportunity.

Appropriations for Secondary School Work

The Executive Committee has authorized the following expenditures for the Commission on Secondary Schools: \$150 for the work of the Junior High School Committee; \$1,000 for the work of the Committee on Special Study (Success of Students in First Year of College Work); \$300 for clerical assistance to the Secretary of the Commission on Secondary Schools; \$800 for the work of the State Committees in the twenty states included in the North Central territory; \$150 toward the work of the National Committee on Research in Secondary Education.

The Success of High School Graduates of June, 1924, in Their First Semester of College Work in 1924-1925

(A Committee Report)

By DEAN C. R. MAXWELL, LARAMIE, WYOMING

The Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools at the meeting in March, 1924, passed a resolution requesting the Committee on Special Studies to consider the advisability of entering upon an investigation of the success of the graduates of North Central high schools of June, 1924, that entered college in September, 1924. The committee discussed this suggestion at some length and decided that it was a problem the study of which would be of value both to the secondary schools and to the higher institutions belonging to the Association. The Southern Association commenced such a study in 1919 and found it of so much value that it has been continued each year since that time. Dr. Joseph Roemer of the University of Florida, who has had charge of this investigation in the Southern Association, met with the committee and gave valuable suggestions for carrying on this investigation.

In the summer of 1924 blank forms were prepared on which the schools accredited to the Association were asked to furnish the names of graduates of June 1924 together with the names and addresses of the institutions of higher learning in which they registered in September, 1924. These blanks were designated as Form D and were distributed at the same time as the annual accrediting blank. Forms were prepared

for securing information from the registrars of the institutions which these students were attending. These blanks were submitted to a few registrars for suggestions as to the form that would be most desirable to use in furnishing the desired information. After suggestions were received, the form was revised. When the names were submitted by the schools, they were typed on these forms and in April, 1925, they were sent to the institutions where the students were reported as attending.

The scope of this study is indicated in Table I.

Table I. Scope of Study

Number Secondary Schools belonging to Association	1,728
Number schools from which reports were received	1,573
Number students reported entering college	37,677
Number students included in this study.....	28,957
Number Higher Institutions from which data were requested	1,043
Number Higher Institutions from which data were received	785
Number Higher Institutions included in this study	659

It will be noted from this table that 36,677 names were received from 1,573 secondary schools belonging to the Association. It will also be noted that it was reported that these students were attending 1,043 institutions. Reports were received from 785, but a few were received too late to be included in the

study while a large number of others gave the information in such a form that it could not be used. This study presents data from 659 institutions of higher learning. This study includes the records of 76.8 percent of the gross number of names of students listed by schools as entering colleges or universities. There was a great discrepancy in the number of names of the graduates furnished by the secondary schools and the number that was actually enrolled in the colleges and universities. This error amounted to 4,953 names. Therefore, the number entering colleges and universities was 32,724. This study includes the records of 88.5 percent of the graduates of the secondary schools of June, 1924, that actually entered colleges and universities in September, 1924. No replies were received from 258 institutions, but in practically all instances these were institutions to which only two or three names were sent. Only two institutions where a large number of students was reported failed to furnish information. The co-operation of the registrars of the colleges and universities was exceptional. In many cases personal letters accompanied their reports. Many expressed their willingness to co-operate again if such a study could be undertaken. The study gives the records of the students in the first semester or term of the students' freshman year depending upon whether or not the institution is organized on the semester or quarter plan.

Table II. (Omitted here)

The reports were compiled by states and in Table II we find the data on the secondary schools by states. This table gives the following information: number enrolled; number graduated; number reported; number failed; percent of

students failed; college in which registered; number in college outside North Central territory; number of hours for which registered; number of hours failed; percent of hours failed; hours failed in certain subjects; and the percent of hours failed in these subjects.*

To make it possible to analyze the report in more detail several other tables have been prepared.

Table III gives a summary by states of the data in Table II.

This table shows that 657,870 students were registered in 1,573 secondary schools and that 97,854 were graduated in June, 1924. This total does not comprise the entire number of students that were graduated owing to the fact that a few schools omitted these data from their reports. The number of students on which reports were received, as stated earlier, was 28,957 and of this number 6,998 failed in one or more hours. The percent of students that failed in one or more hours is 24.1 for the states as a whole. The range is from 19.6 percent in Michigan to 30.6 percent in Arizona. It has seemed to the writer of this report that this is not so significant as the percent of failures by hours registered. Several additional tables have been prepared to give a better view of the summary.

*Table II mentioned here gives the detailed analyses of the collegiate record of the graduates of every high school whose students entered college in the autumn of 1924. Since these numbered 28,957 individuals, coming from 1,573 secondary schools, it is obvious that to print the table would require the use of more than one hundred pages of the Quarterly. This, to the Editorial Board, seemed not feasible. It is, therefore, with keen regret that Table II is omitted here.

If any member of the Association has an especial interest in the record of a given school and will write the Editor, making request for the particular items relating to that school, an endeavor will be made to furnish him the facts.
—The Editors.

Table III. Summary by States of Data Taken from Table II

COLLEGE IN WHICH REGISTERED

Name of State	No. Enrolled	No. Graduated	No. Reported	No. Failed	% Failed	Literature and Science	Engineering	Law	Agriculture	Education	Medicine	Commerce	Pharmacy	Dentistry	Home Economics	Music	Forestry	Nursing	Other Colleges
Arizona	7,308	1,044	271	83	30.6	153	30	---	22	62	---	---	1	---	---	2	---	---	1
Arkansas	7,693	1,234	460	123	26.7	313	49	---	22	50	2	7	---	1	---	5	---	---	4
Colorado	21,942	3,547	1,131	308	27.2	576	115	---	29	285	1	22	12	18	45	11	16	---	1
Illinois	144,545	16,731	5,115	1,255	24.5	3,229	469	104	50	617	75	411	21	27	37	60	4	---	11
Indiana	46,338	7,254	2,403	567	23.5	1,382	271	---	35	515	38	93	27	3	7	28	2	---	2
Iowa	42,311	7,340	2,237	467	20.8	1,508	151	3	53	329	5	38	14	4	65	31	---	---	36
Kansas	32,788	5,750	1,728	394	22.8	1,352	60	2	5	152	6	45	9	2	25	67	---	---	3
Michigan	70,156	9,607	2,938	578	19.6	1,589	171	5	34	884	13	41	5	9	88	34	---	1	64
Minnesota	32,515	5,477	1,750	475	27.1	994	99	2	4	556	3	25	18	1	33	3	6	5	1
Missouri	39,799	6,184	2,071	518	25.0	1,387	238	---	14	340	---	26	8	13	9	14	---	22	---
Montana	8,296	1,336	303	81	26.7	150	56	1	4	44	3	10	5	1	18	9	1	1	---
Nebraska	21,871	3,975	863	186	21.5	481	48	---	12	229	3	58	7	---	11	11	1	---	2
New Mexico	5,220	883	212	61	28.7	142	36	---	6	15	---	---	---	1	11	1	---	---	---
North Dakota	10,602	2,073	678	162	23.9	351	49	4	15	218	4	4	13	1	12	4	---	3	---
Ohio	96,015	14,152	4,141	1,064	25.6	2,515	382	10	69	674	6	290	54	1	19	62	2	---	57
Oklahoma	10,864	1,896	555	159	28.4	314	29	---	---	203	---	2	4	---	---	3	---	---	---
South Dakota	10,066	1,783	644	135	20.9	347	62	---	14	154	---	31	7	1	21	5	---	1	1
Wisconsin	43,980	6,810	1,293	341	26.3	629	66	---	---	458	5	42	---	27	17	18	1	4	26
Wyoming	5,561	778	164	41	25.0	72	27	---	4	26	---	20	---	---	10	5	---	---	---
Totals	657,870	97,854	28,957	6,998	24.1	17,484	2,408	131	392	5,811	164	1,165	205	110	435	373	33	15	231

Table III. Summary by States of Data Taken from Table II—Continued

HOURS FOR WHICH REGISTERED

Name of State	No. in College Outside N. C. A.	Under 7																		Over 23			
		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Arizona	39	1	1	2	2	9	9	11	15	83	67	45	11	14	1	1	2	2	2	2	2	2	2
Arkansas	56	1	1	2	3	4	16	16	22	111	152	88	28	11	3	1	2	2	2	2	2	2	2
Colorado	36	3	11	6	6	24	32	47	70	317	314	98	26	24	73	41	2	32	2	2	2	2	2
Illinois	220	35	11	8	223	51	111	86	197	1,447	1,275	887	326	104	47	10	203	11	75	17	17	17	17
Indiana	112	18	1	2	20	13	50	33	70	691	540	272	391	60	76	90	43	6	17	17	17	17	17
Iowa	46	17	7	10	13	39	23	58	43	139	624	827	251	30	11	1	5	3	2	2	2	2	2
Kansas	20	17	3	6	24	10	50	98	168	636	435	191	61	9	3	4	1	2	2	2	2	2	2
Michigan	35	19	16	28	8	103	91	64	206	898	942	254	98	26	39	41	1	4	9	9	9	9	9
Minnesota	35	6	3	4	33	15	46	67	119	479	499	237	133	49	22	32	2	1	3	3	3	3	3
Missouri	46	10	12	11	4	91	8	43	43	70	663	353	61	24	10	1	2	1	14	14	14	14	14
Montana	34	3	5	4	3	11	28	44	74	176	295	141	60	8	3	1	1	1	1	1	1	1	1
Nebraska	18	3	5	4	3	11	28	44	74	176	295	141	60	8	3	1	1	1	1	1	1	1	1
New Mexico	24	1	4	2	4	3	15	9	8	54	34	39	32	6	3	3	1	1	1	1	1	1	1
North Dakota	6	1	4	2	4	4	22	16	32	95	196	90	61	35	64	24	9	8	11	11	11	11	11
Ohio	325	25	2	5	8	40	64	99	198	748	1,196	664	505	126	189	74	18	7	171	171	171	171	171
Oklahoma	29	8	6	25	5	6	3	16	6	43	63	193	126	43	5	1	4	1	1	1	1	1	1
South Dakota	12	6	1	4	4	4	17	18	26	291	105	86	50	13	1	1	1	1	18	18	18	18	18
Wisconsin	47	22	1	2	8	8	16	24	23	171	270	245	275	83	73	5	9	5	51	51	51	51	51
Wyoming	8	1	1	3	5	2	9	8	13	32	35	41	5	2	4	2	1	1	1	1	1	1	1
Totals	1,148	186	70	127	83	587	328	697	734	1,499	7,618	8,127	4,169	2,340	640	631	325	301	103	392	392	392	392

Table III. Summary by States of Data Taken from Table II—Continued

HOURS FAILED

Name of State	1	2	3	4	5	6	7	8	9	10	11	12	13	Over 13	Total Hrs. Registered	Total Hrs. Failed	% Hrs. Failed
Arizona	8	7	17	18	5	5	8	3	1	3	3	1	1	3	4,184	409	9.8
Arkansas	4	1	43	13	18	4	4	10	7	3	2	2	2	10	7,232	728	10.0
Colorado	22	41	91	31	45	6	18	14	12	8	7	3	4	6	18,102	1,442	7.9
Illinois	67	105	306	172	211	79	70	77	27	44	14	23	17	43	81,278	6,536	8.0
Indiana	20	55	105	87	107	32	26	45	18	15	7	21	14	15	39,412	3,109	7.8
Iowa	34	23	96	88	83	27	26	31	12	10	8	12	5	12	34,263	2,407	7.0
Kansas	21	51	80	26	93	20	20	23	9	26	2	8	8	7	26,211	2,039	7.7
Michigan	13	20	97	266	46	15	24	43	11	6	10	11	2	14	44,898	2,893	6.4
Minnesota	7	19	57	117	119	27	16	32	16	23	9	14	4	15	27,399	2,734	9.9
Missouri	26	51	129	34	90	45	22	31	15	26	4	23	4	18	32,084	2,808	8.7
Montana	5	1	14	14	15	1	2	6	3	7	3	2	.....	8	5,087	537	10.5
Nebraska	5	15	36	34	39	6	4	21	10	4	4	2	1	5	13,442	997	8.7
New Mexico	2	4	15	7	7	4	2	7	4	5	1	1	.....	2	3,361	348	10.3
North Dakota	13	13	20	42	14	8	8	9	3	7	9	8	2	6	11,308	923	8.1
Ohio	127	81	247	115	157	105	36	34	27	40	24	20	8	43	69,453	5,328	7.6
Oklahoma	4	33	25	15	24	10	8	17	3	7	7	1	1	4	8,469	846	9.9
South Dakota	4	13	38	10	24	4	4	7	7	10	2	5	.....	7	9,982	761	7.6
Wisconsin	32	20	76	70	40	15	17	24	12	15	2	9	2	7	21,038	1,696	8.0
Wyoming	2	1	20	3	3	1	.....	2	3	3	.....	2	.....	1	2,576	212	8.2
	416	554	1,512	1,162	1,140	414	315	436	200	262	118	168	75	226	459,779	36,753	8.0

Table III. Summary by States of Data Taken from Table II—Continued

SUBJECTS FAILED

LATIN

MATHEMATICS

SCIENCE

Name of State	1	2	3	4	5	Over 5	Total Hrs.	% Failed	1	2	3	4	5	Over 5	Total Hrs.	% Failed	1	2	3	4	5	Over 5	Total Hrs.	% Failed		
Arizona	...	...	...	1	...	...	3	0.7	...	...	6	3	4	2	...	47	11.5	1	1	4	27	3	1	146	35.7
Arkansas	...	...	...	1	...	...	3	0.4	...	...	...	14	3	9	2	111	15.2	1	...	3	15	3	8	148	20.3
Colorado	1	1	2	...	...	1	14	0.9	...	...	10	30	7	23	3	275	19.1	...	5	23	14	19	7	282	19.5
Illinois	14	4	7	...	93	1.4	4	76	193	31	91	7	1,355	20.7	9	8	73	90	139	15	1,411	21.6
Indiana	...	1	4	2	4	...	42	1.3	...	...	17	51	18	65	1	592	19.0	3	4	55	33	30	9	517	16.6
Iowa	1	5	...	1	29	1.2	3	34	22	63	...	511	21.2	1	7	2	82	15	6	494	20.5
Kansas	...	...	...	2	4	...	28	1.3	...	...	18	29	3	23	3	268	13.1	2	3	9	3	56	2	347	17.0
Michigan	...	...	4	1	...	...	16	0.5	...	...	8	18	80	17	2	489	16.9	2	6	17	83	24	11	602	20.8
Minnesota	1	1	5	5	13	1	109	3.9	1	1	21	32	35	3	391	14.3	1	1	21	78	30	11	617	22.5		
Missouri	2	...	6	2	...	...	28	1.0	2	30	40	5	29	8	402	14.3	1	3	43	14	78	10	645	22.9	
Montana	...	...	1	...	...	...	3	0.5	...	...	...	3	7	5	3	86	16.0	...	1	1	3	12	8	154	28.6
Nebraska	...	...	3	1	...	...	13	1.3	...	...	...	25	11	6	...	149	14.9	2	1	8	9	16	4	178	17.8
New Mexico	...	...	...	...	...	...	...	...	...	...	...	11	2	4	1	67	19.2	...	...	9	7	8	1	104	29.6
North Dakota	...	...	...	1	1	...	9	0.9	...	...	...	9	14	5	3	132	14.3	...	2	4	27	8	3	187	20.3
Ohio	...	...	11	11	9	1	129	2.4	3	13	94	28	79	19	954	17.9	17	9	62	63	80	19	1,028	19.2	
Oklahoma	...	...	...	...	...	...	...	...	1	4	26	2	4	1	121	14.3	...	...	6	3	8	16	...	133	15.7
South Dakota	1	...	...	...	1	...	6	0.8	...	...	12	1	12	2	114	14.9	...	1	16	11	7	2	143	18.7	
Wisconsin	...	2	7	10	...	...	65	3.8	...	...	6	23	19	17	3	257	15.1	1	1	17	38	30	6	403	23.7
Wyoming	...	...	...	...	...	...	...	...	...	1	1	...	4	2	38	17.9	...	...	...	3	1	4	...	33	15.5
Totals	5	5	60	44	40	3	590	1.6	11	193	637	289	493	63	6,359	17.3	41	59	383	606	578	123	7,572	20.5		

Table III. Summary by States of Data Taken from Table II—Continued

Name of State	SPANISH										OTHER SUBJECTS									
	Over 5					Total Hrs.	% Hrs. Failed	Over 5					Total Hrs.	% Hrs. Failed						
	1	2	3	4	5			1	2	3	4	5								
Arizona	1	...	3	5	...	30	7.3	9	...	5	4	1	...	45	11.0					
Arkansas	...	...	9	6	4	71	9.7	8	3	12	1	3	9	134	18.4			
Colorado	2	2	14	4	4	1	91	36	43	32	30	6	3	389	26.9					
Illinois	5	1	15	47	7	1	280	115	83	131	75	65	46	1,626	24.8					
Indiana	2	2	20	6	31	2	257	48	43	46	37	27	18	702	22.6					
Iowa	1	...	3	19	18	...	176	60	19	31	24	22	13	489	20.3					
Kansas	1	...	4	10	22	...	163	36	27	34	14	27	11	459	22.5					
Michigan	...	1	2	35	2	1	164	15	28	42	58	9	8	537	18.5					
Minnesota	...	...	6	5	19	...	133	18	23	23	35	24	16	529	19.3			
Missouri	...	4	21	8	16	...	183	29	31	65	8	36	26	670	23.8					
Montana	...	...	3	4	3	...	40	5	2	2	3	4	7	100	18.6			
Nebraska	...	...	2	3	19	...	113	14	11	15	9	14	3	211	21.1			
New Mexico	1	1	2	1	2	...	24	5	3	1	...	5	2	51	14.6					
North Dakota	...	...	1	6	...	27	2.9	20	19	7	18	1	4	184	20.0			
Ohio	3	...	17	40	38	5	434	182	79	97	39	42	47	1,337	25.1					
Oklahoma	...	...	3	6	4	18	135	5	32	10	11	7	3	203	23.9			
South Dakota	...	1	...	...	5	...	27	11	15	8	2	32	...	233	30.6			
Wisconsin	1	...	2	21	2	...	101	38	18	22	20	6	3	272	16.0					
Wyoming	...	...	...	...	...	...	...	6	1	9	...	1	3	70	33.0
Totals	17	15	130	224	210	10	2,449	660	480	592	388	332	222	8,241	22.4					

Table IV gives the number of students registered in different colleges.

Table IV. The Number of Students Registered in Different Colleges

Liberal Arts	17,484
Engineering	2,408
Law	131
Agriculture	392
Education	5,811
Medicine	164
Commerce	1,165
Pharmacy	205
Dentistry	110
Home Economics	435
Music	373
Forestry	33
Nursing	15
Other Colleges	231
TOTAL	28,957

To present this material in more striking form, Figure 1 gives these data in a graphic way. This graph shows that $3/5$ of all students on which we have reports were registered in Colleges of Liberal Arts; that Education is second with $1/5$; and that all other colleges enroll the remaining $1/5$. It appears that only 40 percent of the freshmen students

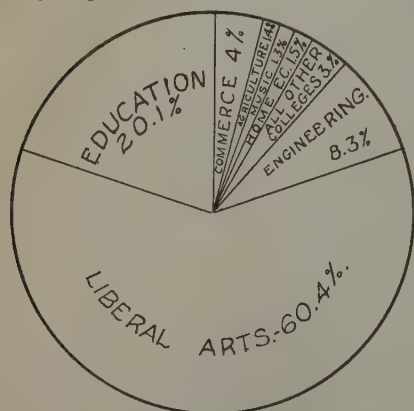


Fig. 1. The Percentage of Students Registered in Different Colleges

are entering upon a professional or semi-professional course. It indicates that freshmen students desire a foundation in academic subjects before entering a professional course, or that they have not as yet decided upon any definite life career.

Table V gives a view of the hours for which students register in the first semester of the freshman year. It will be seen that the mode is 16 hours, as 8,127 are registered for this amount of work, and that the average is practically the same as the mode, 15.9. 69 percent register for from 15 to 17 hours while 16 percent register for more than 17 hours, and 15 percent for less than 15 hours. Should we take the range from 14 to 18 inclusive, which is frequently the number for which a student may register without special dispensation, we find that this includes 82 percent of all students.

Table V. The Number of Students Registered by Hours

No. of Students	Hours Registered
186	Under 7
70	7
127	8
83	9
587	10
328	11
697	12
734	13
1,499	14
7,618	15
8,127	16
4,169	17
2,340	18
640	19
631	20
325	21
301	22
103	23
392	Over 23
TOTAL 28,957	AVERAGE 15.9

Table VI presents a view of the failures by hours. The reports show that students fail in from 1 to 22 hours. Students fail most frequently in 3, 4, or 5 hour courses. 54.5 percent of the students fail in these hours. This indicates, undoubtedly, that the freshmen courses are usually organized on the basis of from 3 to 5 hours per week and that approximately $\frac{1}{2}$ of the failures of students occur in one course of from 3 to 5 hours.

Table VI. The Failures of Students by Hours

No. of Students	Hours Failed
416	1
554	2
1,512	3
1,162	4
1,140	5
414	6
315	7
436	8
200	9
262	10
118	11
168	12
75	13
226	Over 13
<hr/>	
TOTAL 6,998	AVERAGE 5.2

Table VII shows the percentages of hours failed by states. This table shows that students fail in 8 percent of the hours for which they register in the first term or first semester of their freshman year in college. Students from the high schools of Michigan make the best record with 6.4 percent of failures. The poorest record is made by graduates of Montana high schools where the percent of failures is 10.5. When the failures in colleges and universities are considered in the second section of this report, one will find that the high schools cannot be held entirely responsible for the failures of their graduates.

Table VII. Percentage of Hours Failed by States

Montana	10.5
New Mexico	10.3
Arkansas	10.0
Minnesota	9.9
Oklahoma	9.9
Arizona	9.8
Missouri	8.7
Nebraska	8.7
Wyoming	8.2
North Dakota	8.1
Wisconsin	8.0
Illinois	8.0
Colorado	7.9
Indiana	7.8
Kansas	7.7
Ohio	7.6
South Dakota	7.6
Iowa	7.0
Michigan	6.4
AVERAGE	8.0

Table VIII gives the percentages of failures in certain subjects by states. This table shows that failures occur most frequently in Science, English, Mathematics, and Other Subjects. Under Other Subjects are listed many different subjects of study. Failures in these courses range from Bible to Stenography and from Psychology to Agriculture. It would have been advisable to have used additional groups of subjects, such as Commerce, Agriculture, Education, etc., as considerable numbers of students are registered in such courses during their first year in college.

The comparison of public and private schools is given in Table IX. This table shows that 166 schools in this study are private schools. The private schools represent 10.5 percent of the schools reported. They enroll, however, only 4.3 percent of the students. The percentage of those graduating as well as those on which we have reports is greater than in the public schools. This table also shows that 1,148 students on which we have

Table VIII. Percentages of Failures in Certain Subjects by States

States	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
Arizona	19.0	9.5	5.1	0.7	11.5	35.7	7.3	11.0
Arkansas	16.4	7.8	11.5	0.4	15.2	20.3	9.7	18.4
Colorado	18.7	5.4	2.9	0.9	19.1	19.5	6.3	26.9
Illinois	15.3	6.2	5.5	1.4	20.7	21.6	4.3	24.8
Indiana	18.4	8.0	5.7	1.3	19.0	16.6	8.2	22.6
Iowa	15.9	8.4	5.0	1.2	21.2	20.5	7.3	20.3
Kansas	21.2	7.9	8.6	1.3	13.1	17.0	7.9	22.5
Michigan	19.3	9.6	8.6	0.5	16.9	20.8	5.6	18.5
Minnesota	21.5	6.6	6.8	3.9	14.3	22.5	4.8	19.3
Missouri	17.8	7.4	6.0	1.0	14.3	22.9	6.5	23.8
Montana	22.9	2.9	2.8	0.5	16.0	28.6	7.4	18.6
Nebraska	19.9	8.8	4.6	1.3	14.9	17.8	11.3	21.1
New Mexico	19.5	0.9	8.9	.....	19.2	29.6	6.8	14.6
North Dakota	30.0	5.8	4.8	0.9	14.3	20.3	2.9	20.0
Ohio	13.7	8.0	5.3	2.4	17.9	19.2	8.1	25.1
Oklahoma	19.0	5.1	5.7	.....	14.3	15.7	15.9	23.9
South Dakota	19.8	6.5	4.8	0.8	14.9	18.7	3.5	30.6
Wisconsin	18.2	5.4	11.7	3.8	15.1	23.7	5.9	16.0
Wyoming	25.0	6.1	2.3	.....	17.9	15.5	.....	33.0
AVERAGE	17.9	7.2	6.2	1.6	17.3	20.5	6.7	22.4

reports, or 3.9 percent of the total number, attend colleges outside the North Central Association territory. The graduates of the private schools attend colleges outside the North Central area to a much greater degree than do the graduates of public schools. Taking the entire group, only 3.9 percent attend colleges outside the North Central Association territory while 16.8 percent of the graduates of the private schools attend colleges and universities outside this area. The percent of hours failed is somewhat higher for the private schools than for the public. This is in nowise significant because the numbers are not comparable.

Table X gives the classification of the secondary schools by states according to enrollment. If we classify them according to three groups such as small schools enrolling less than 200, medium sized schools enrolling between 200 and 500,

and large schools enrolling over 500, we find that 39.3 percent would be classified as small schools; 38.1 percent as medium sized schools; and 22.6 percent as large schools. It will be seen that 13 of these schools have enrollments of over 3,000 students. These large schools, however, are confined to two states, Illinois and Michigan.

A comparison of these data by size of schools is given in Table XI. In this classification the differences are in no way significant. If, however, we should group them into three classes as given in Table X, it shows that the small schools have the greatest percent of failures, 8.7, while the medium sized schools are second with 8.6 percent, and the large schools have only 7.5 percent of failures. It appears that the large schools tend to have fewer failures than do the other groups. This is somewhat different from the findings of the Southern

Table IX. Comparison of Public and Private Secondary Schools

	Private	Public	Total
No. of Schools	166	1,407	1,573
Total Enrollment	28,202	629,668	657,870
No. Graduates	5,268	92,586	97,854
No. Entering College in N. C. A.	1,847	25,962	27,809
No. Entering College Outside N. C. A.	193	955	1,148
No. Reported	2,040	26,917	28,957
No. Failed	564	6,434	6,998
% of Failures	27.6	23.9	24.1
Total Hours Registered	32,231	427,548	459,779
Total Hours Failed	2,796	33,957	36,753
% Hours Failed	8.6	7.9	8.0
English	483	6,106	6,589
% Hours Failed	17.3	17.9	17.9
French	147	2,515	2,662
% Hours Failed	5.2	7.4	7.2
History	200	2,091	2,291
% Hours Failed	7.1	6.1	6.2
Latin	87	503	590
% Hours Failed	3.1	1.4	1.6
Mathematics	471	5,888	6,359
% Hours Failed	16.8	17.3	17.3
Science	611	6,961	7,572
% Hours Failed	21.8	20.5	20.5
Spanish	170	2,279	2,449
% Hours Failed	6.1	6.7	6.7
Other Subjects	627	7,614	8,241
% Hours Failed	22.4	22.4	22.4

Association. In a comparison extending over several years in the Southern Association, the medium sized high schools have fewer failures than do the other groups.

The conclusions from the study of the secondary schools indicate that:

1. Graduates of the accredited schools of the North Central Association attend colleges and universities all over America.

2. A very small percentage attend colleges and universities outside the North Central Association territory.

3. The accredited secondary schools in the different states vary greatly in their ability to prepare students for colleges and universities as shown by the percentages of failures.

4. The graduates of public high schools make a slightly better record in their first term or semester in college than do the graduates of private schools.

5. When we group the schools into three classes, it appears that the graduates of large secondary schools make a better record than do those from the medium sized and small secondary schools.

The second part of this study relates to the failures of the graduates of June, 1924, that were in college during the first semester of 1924-1925. When it was suggested that the Committee on Special Studies should investigate this problem, it was stated that the information secured might be of even greater value to the institutions of higher learning than to the secondary schools. The adminis-

Table X. Secondary Schools Classified According to Size

States	Size of Schools Based on Enrollment								
	No. Schools	100-15-99	200-199	300-299	500-499	700-699	1000-999	3000-2999	4475
Arizona	27	9	8	2	5	1	1	1	...
Arkansas	28	4	10	8	3	1	1	1	...
Colorado	66	14	18	11	11	4	4	4	...
Illinois	249	28	60	44	39	26	13	29	10
Indiana	88	3	14	14	23	14	8	12	...
Iowa	115	7	31	31	22	10	7	7	...
Kansas	101	7	31	27	22	7	3	4	...
Michigan	124	4	28	24	31	10	6	18	3
Minnesota	82	5	21	20	20	7	4	5	...
Missouri	88	15	21	19	14	6	2	11	...
Montana	28	6	10	4	3	2	1	2	...
Nebraska	94	16	41	21	8	5	1	2	...
New Mexico	29	9	10	6	3	1	...	...	...
North Dakota	68	25	31	7	2	2	1	...	...
Ohio	180	18	33	30	35	19	18	27	...
Oklahoma	42	7	13	10	10	1	...	1	...
South Dakota	49	15	16	8	7	2	...	1	...
Wisconsin	93	5	12	22	28	5	11	10	...
Wyoming	22	...	13	4	2	1	2	...	...
Totals	1,573	197	421	312	288	124	83	135	13
Percents		12.5	26.8	19.8	18.3	7.8	5.4	8.6	0.8

trators of our secondary schools frequently state that the records which their graduates make in college depend wholly upon the institutions which such students attend. One purpose of this study was to find whether or not the facts would seem to confirm or refute such a statement. For the purpose of better analyzing the failures in different types of institutions, they were divided into four classes. The first group includes State Universities and State Colleges in accordance with the list given in the U. S. Bulletin of Education, No. 49, 1923. The second classification has been called Teacher Training Institutions; this includes teachers' colleges, normal schools, county training schools, etc. The third division has been termed Junior Colleges. The fourth has been designated Private Colleges and Universities; this latter

classification includes endowed institutions, denominational colleges, schools of art, technology, etc. In other words, this group is made up of institutions that are not publicly supported. Certain institutions grouped under the second and third classes might have been included in this last group, but in this report the institutions definitely designated as teacher training institutions or as junior colleges are so classified.

In this report the names of all higher institutions accredited to the North Central Association from which reports were received are given. The institutions from which reports were received within the North Central territory not accredited by the Association and those outside the territory have not been given. At the time the information was requested no statement was made to these institutions

Table XI. Summary of Data of Secondary Schools Classified According to Enrollment

	15-99	100-199	200-299	300-499	500-699	700-999	1000-2999	3000-4475	Total
No. of Schools.....	197	421	312	288	124	83	135	13	1,573
Total Enrollment	13,093	63,382	76,235	109,399	72,256	68,896	95,878	48,055	657,870
No. Graduated	2,904	11,570	13,433	18,612	11,619	10,334	26,197	3,185	97,854
No. Entering College in N. C. A.	800	2,872	3,519	4,845	3,116	2,913	8,555	1,189	27,809
No. Entering College Outside N. C. A.	67	120	125	170	156	116	358	36	1,148
No. Reported	867	2,984	3,644	5,015	3,272	3,029	8,921	1,225	28,957
No. Failed	211	796	940	1,250	735	73	2,025	310	6,998
% of Failures	24.3	26.6	25.7	24.9	22.4	24.1	22.7	25.3	24.1
Total Hours Registered	13,963	47,214	57,019	79,193	52,370	48,549	142,192	19,279	459,779
Total Hours Failed	1,105	4,251	5,005	6,665	3,828	3,744	10,536	1,619	36,753
% Hours Failed	7.9	9.0	8.8	8.4	7.3	7.7	7.4	8.3	8.0
English	213	870	951	1,338	577	654	1,711	275	6,589
% Hours Failed	19.2	20.4	19.0	20.0	15.0	17.4	16.2	16.9	17.9
French	74	272	389	461	271	245	883	67	2,662
% Hours Failed	6.7	6.4	7.7	6.9	7.1	6.5	8.3	4.1	7.2
History	81	263	359	388	222	211	652	115	2,291
% Hours Failed	7.3	6.1	6.1	7.1	5.8	5.6	6.1	7.1	6.2
Latin	30	48	110	125	45	97	135	-----	590
% Hours Failed	2.7	1.1	2.1	1.8	1.1	2.5	1.2	-----	1.6
Mathematics	210	625	912	1,092	659	645	1,877	339	6,359
% Hours Failed	18.9	14.7	18.2	16.3	17.2	17.2	17.8	20.9	17.3
Science	205	795	999	1,385	845	778	2,184	381	7,572
% Hours Failed	18.5	18.7	19.9	20.7	22.0	20.7	20.7	23.5	20.6
Spanish	73	276	358	450	317	248	656	71	2,449
% Hours Failed	6.6	6.4	7.1	6.7	8.2	6.6	6.2	4.3	6.6
Other Subjects	219	1,102	927	1,426	892	866	2,438	371	8,241
% Hours Failed	19.8	25.9	18.5	21.4	23.3	23.1	23.1	22.9	22.4

as to whether or not their names would be published. Consequently, the writer feels that institutions having no voice in the Association might feel that it would be a breach of faith if the results were published by name. No apology is necessary for printing the names of institutions belonging to the North Central Association as this study was duly authorized.

Tables XII, XIII, and XIV give the data on Universities and Colleges, Teacher Training Institutions, and Junior Colleges according to the list of accredited schools printed in Part I of the Proceedings of 1925.

In order to give a more comprehensive view of these data by higher institutions, several additional tables have been prepared.

Table XV presents a summary of these data from institutions accredited to the North Central Association. Data were received from 27 state universities and colleges, 38 teacher training institutions, 18 junior colleges, and 114 private colleges and universities, in all a total of 197. This table shows that the average percentage of failures from all of these institutions is 8.6. The percentage of failures in state institutions is 10.5, in teacher training institutions 5.4, in junior

Table XII. Data from the Colleges and Universities Accredited to N. C. A., Reporting for This Study—Continued

Name of School	No. Reported	No. of Hrs. for which Registered	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
Kenyon Col. (O.)	40	608	104	15.4	30	28.8	9	8.6	.....	.....	10	13.6	30	28.8	11	10.5	6	5.7	18	17.3
Knox Col. (Ill.)	102	1,593	73	4.5	3	4.1	16	21.9	.....	.....	.....	.....	21	28.7	.....	.....	7	9.6	16	21.9
Lake Erie Col. (O.)	31	467	6	1.2	3	50.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	50.0
Lake Forest Col. (Ill.)	45	676	110	16.2	24	21.8	13	11.8	3	2.7	.....	.....	25	22.7	24	21.8	15	13.6	6	5.4
Lawrence Col. (Wis.)	142	2,232	188	8.4	48	25.5	28	14.8	24	12.7	5	2.6	8	4.2	28	14.8	12	6.4	35	18.6
Lewis Inst. (Chicago)	48	953	84	8.8	24	28.5	3	3.5	.....	.....	3	3.5	12	14.3	33	39.2	.....	.....	9	10.7
Lindenwood Col. (Mo.)	101	1,579	65	4.1	6	9.2	8	12.3	8	12.3	.....	.....	3	4.6	40	61.5	.....	.....	.....	.....
Lombard Col. (Ill.)	82	1,312	58	4.4	6	10.3	4	6.9	3	5.1	.....	.....	14	24.1	.....	.....	12	20.7	19	32.7
Loyola Uni. (Ill.)	79	1,273	179	14.1	21	11.7	12	6.7	.....	.....	12	42.8	63	35.2	24	13.4	12	6.7	47	26.2
Luther Col. (Ia.)	22	353	28	7.9	2	7.1	.....	.....	.....	.....	.....	.....	6	21.1	.....	.....	.....	.....	8	28.5
McPherson Col. (Kan.)	49	762	12	1.5	.....	.....	4	33.3	.....	.....	.....	.....	.....	.....	5	41.6	.....	.....	3	25.0
Macalester Col. (Minn.)	96	1,533	133	8.6	21	15.8	10	7.5	12	9.0	18	13.6	.....	.....	31	23.3	.....	.....	41	30.8
Marquette Col. (O.)	71	1,085	97	8.9	12	12.3	.....	.....	21	21.6	.....	.....	12	12.3	33	34.0	3	3.0	16	16.5
Marquette Uni. (Wis.)	205	3,360	301	8.9	13	4.3	8	2.6	6	1.9	24	7.9	66	21.9	150	49.8	4	1.3	30	9.9
Miami Uni. (O.)	378	6,189	573	9.2	101	17.6	20	3.5	21	3.6	22	3.8	79	13.7	106	18.5	96	16.7	128	22.3
Mich. Agri. Col.	263	4,492	388	8.6	121	31.2	16	4.1	16	4.1	.....	.....	99	25.5	110	28.3	4	1.0	22	5.6
Milwaukee Downer Col.	118	1,714	276	16.1	51	18.4	21	7.6	51	18.4	.....	.....	.....	.....	65	23.5	36	13.0	52	18.8
Mo. Valley Col.	47	717	51	7.1	11	21.5	4	7.8	3	5.9	.....	.....	4	7.8	10	19.6	4	7.8	15	29.4
Mo. Wesleyan Col.	30	415	15	3.6	6	40.0	.....	.....	.....	.....	.....	.....	.....	.....	9	60.0	.....	.....	.....	.....
Monmouth Col. (Ill.)	88	1,294	23	1.7	6	26.1	.....	.....	3	13.0	.....	.....	.....	.....	4	17.4	.....	.....	10	43.4
Mont. State Col.	65	1,167	106	9.1	22	20.7	.....	.....	3	2.8	.....	.....	22	20.7	20	18.9	16	15.1	23	21.7
Morningside Col. (Ia.)	72	1,080	69	6.4	21	30.4	20	28.9	9	13.0	.....	.....	7	10.1	4	5.8	5	7.2	3	4.3
Mt. Union Col. (O.)	46	728	90	12.3	12	13.3	15	16.6	10	11.1	3	3.3	12	13.3	17	18.8	4	4.4	17	18.8
Municipal Uni. of Akron	160	2,624	286	10.9	19	6.6	10	3.5	.....	.....	.....	.....	94	32.9	44	15.4	34	11.9	85	29.7
Neb. Wesleyan Uni.	87	1,310	100	7.6	40	40.0	12	12.0	4	4.0	.....	.....	8	8.0	16	16.0	4	4.0	16	16.0
N. D. Agri. Col.	221	3,996	292	7.3	124	42.4	4	1.3	8	2.7	.....	.....	27	9.2	76	26.0	12	4.1	41	14.0
North-Western Col. (Ill.)	97	1,490	61	4.1	21	34.4	4	6.5	.....	.....	.....	.....	16	26.2	4	6.5	.....	.....	16	26.2
Northwestern Uni.	506	7,841	998	12.7	64	6.4	84	8.4	3	0.0	29	2.9	366	36.6	263	26.3	18	1.8	171	17.1
Oberlin Col. (O.)	210	3,162	93	2.9	19	20.4	20	21.5	3	3.2	18	19.3	12	12.9	4	4.3	4	4.3	13	13.9

Table XII. Data from the Colleges and Universities Accredited to N. C. A., Reporting for This Study—Continued

Name of School	No. Reported	No. of Hrs. Registered	No. of Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed	
Ohio State Uni.....	808	14,117	1,515	107	193	12.7	150	9.9	5.9	27	1.7	133	8.7	285	18.8	130	8.5	507	33.4	
Ohio Uni.....	190	2,966	228	7.6	75	32.9	12	5.2	12	5.2	.....	21	9.2	46	20.1	28	12.2	34	14.9
Ohio Wesleyan Uni.....	231	3,888	175	4.5	51	29.1	.....	.....	.....	3	1.7	5	2.9	22	12.6	24	13.7	70	40.0
Okla. Col. for Women.....	69	1,260	77	6.1	21	27.3	5	6.4	.....	.....	.....	7	9.0	5	6.4	21	27.3	18	23.3
Ottawa Uni. (Kan.).....	61	971	128	13.1	30	23.4	30	23.4	23	17.9	.....	9	7.0	25	19.5	10	7.8	1	0.7
Park Col. (Mo.).....	36	536	27	5.0	.....	.....	.....	.....	.....	.....	.....	6	22.2	12	44.4	.....	.....	9	33.3
Parsons Col. (Ia.).....	128	1,925	48	2.4	21	43.7	4	8.3	.....	.....	.....	.....	.....	4	8.3	8	16.6	11	22.9
Penn Col. (Ia.).....	56	837	62	7.4	18	29.0	7	11.3	6	9.7	.....	.....	.....	16	25.8	.....	.....	15	24.2
Phillips Uni. (Okla.).....	19	312	9	2.8	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	100	.....	.....	.....	.....
Purdue Uni. (Ind.).....	439	6,919	921	13.3	115	12.4	27	2.9	32	3.4	.....	361	39.2	125	13.5	71	7.7	190	20.6
Ripon Col. (Wis.).....	52	912	97	10.6	9	9.2	.....	12	12.3	4	4.1	20	20.6	20	20.6	12	12.3	20	20.6
Rockford Col. (Ill.).....	104	1,531	73	4.7	30	41.1	11	15.1	9	12.3	4	5.4	.....	8	10.8	8	10.8	3	4.1
Rosary Col. (Ill.).....	40	577	51	8.8	11	21.5	.....	.....	.....	4	7.8	10	19.6	20	39.2	4	7.8	2	3.9
Rose Poly. Insti. (Ind.).....	56	1,007	134	13.3	4	2.9	12	8.9	.....	.....	.....	52	38.8	26	19.4	12	8.9	28	20.9
St. Mary-of-the-Woods.....	29	448	23	5.1	3	13.0	.....	3	13.0	.....	.....	6	26.1	4	17.4	.....	.....	7	30.4
St. Mary's Col. (Ind.).....	9	367	24	6.5	6	25.0	6	25.0	.....	.....	.....	3	12.5	.....	.....	.....	.....	9	37.5
St. Mary's Col. (Kan.).....	37	576	52	9.0	3	5.7	.....	.....	.....	.....	.....	12	23.0	20	38.4	12	23.0	5	9.6
St. Olaf Col. (Minn.).....	70	1,111	50	4.5	9	18.0	.....	6	12.0	.....	.....	8	16.0	12	24.0	.....	.....	15	30.0
St. Xavier Col. (O.).....	49	827	32	3.8	.....	4	12.5	.....	.....	12	37.5	9	28.1	.....	.....	4	12.5	3	9.4
Shurtleff Col. (Ill.).....	32	502	20	3.9	4	20.0	.....	.....	.....	.....	.....	.....	.....	8	40.0	4	20.0	4	20.0
S. D. School of Mines.....	20	299	56	18.7	9	16.1	.....	.....	.....	.....	.....	17	30.3	22	39.3	.....	.....	8	14.3
S. D. State Col. of A. and M.....	110	1,947	189	9.7	57	30.1	.....	11	5.8	2	1.0	44	23.2	43	22.7	.....	.....	32	16.9
Southwestern Col. (Kan.).....	131	2,125	67	3.1	17	25.4	10	14.9	.....	5	7.4	5	7.4	5	7.4	.....	.....	25	37.3
State Uni. of Iowa.....	384	6,195	350	5.6	30	8.5	25	7.1	16	4.6	4	1.1	40	11.4	88	25.1	72	20.5	75	21.4
Uni. of Ariz.....	169	2,537	398	15.6	78	19.6	30	7.5	28	7.0	.....	48	12.1	140	35.2	35	8.8	39	9.8
Uni. of Ark.....	196	3,021	317	10.4	75	23.6	15	4.7	30	9.4	.....	55	17.3	74	23.3	20	6.3	48	15.1
Uni. of Chicago.....	604	8,620	440	5.1	65	14.7	25	5.7	90	20.4	.....	40	9.0	85	19.3	5	1.1	130	29.5
Uni. of Cincinnati.....	267	5,132	538	10.4	25	4.6	29	5.4	27	5.0	6	1.1	150	27.8	202	37.5	9	1.6	90	16.7
Uni. of Denver.....	317	4,594	308	6.7	39	12.6	21	6.8	7	2.2	5	1.6	54	17.5	72	23.3	19	6.1	91	29.5

Table XII. Data from the Colleges and Universities Accredited to N. C. A., Reporting for This Study—Continued

Name of School	No. Reported	No. of Hrs. Registered for which	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
Uni. of Dubuque (Ia.)	17	237	7	2.9	3	42.8	---	---	---	---	---	---	4	57.1	---	---	---	---	---	---
Uni. of Ill.	1,031	16,401	1,782	10.8	149	8.5	69	3.8	66	3.7	10	0.5	461	25.8	420	23.6	80	4.4	527	29.5
Uni. of Kan.	428	6,260	690	11.0	119	17.2	67	9.7	97	14.0	---	---	122	17.6	108	15.6	30	4.3	147	21.3
Uni. of Mich.	558	8,420	518	6.1	53	10.2	80	15.4	80	15.4	---	---	92	17.7	136	26.2	50	9.7	27	5.2
Uni. of Minn.	611	9,262	1,168	12.5	137	11.7	135	11.6	84	7.2	33	2.8	210	17.9	321	27.4	70	6.0	178	15.3
Uni. of Mo.	272	4,487	529	11.7	6	1.1	---	---	---	---	---	---	40	7.5	186	35.1	122	23.1	175	33.1
Uni. of Mont.	149	2,347	112	4.7	20	17.8	5	4.4	---	---	---	---	20	17.8	30	26.7	10	8.9	27	24.1
Uni. of Nebr.	284	4,181	664	15.9	160	24.1	49	7.3	15	2.2	9	1.3	92	13.8	93	14.0	98	14.7	148	22.3
Uni. of N. M.	69	1,114	123	11.0	18	14.6	---	---	---	---	---	---	18	5.6	82	25.8	15	12.2	10	8.1
Uni. of N. D.	183	2,922	317	10.9	87	27.4	25	7.9	20	6.3	---	---	56	22.4	23	9.2	12	4.8	90	36.0
Uni. of Notre Dame	120	2,199	250	11.3	7	2.7	24	9.6	24	9.6	14	5.6	48	12.5	71	18.4	99	25.9	78	20.3
Uni. of Okla.	138	2,248	383	17.0	57	14.8	25	6.5	5	1.3	---	---	11	11.0	11	11.0	32	32.0	12	12.0
Uni. of S. D.	85	1,987	100	5.0	16	16.0	7	7.0	11	11.0	---	---	10	8.9	---	---	3	2.6	56	50.0
Uni. of Wyo.	120	1,814	112	6.1	37	33.0	---	---	6	5.3	---	---	4	33.3	4	33.3	---	---	---	---
Upper Ia. Uni.	8	137	12	8.7	---	---	---	---	---	---	4	33.3	---	---	---	---	---	---	---	---
Wabash Col. (Ind.)	72	1,115	227	20.3	45	19.8	9	3.9	25	11.0	---	---	6	2.6	21	9.2	88	38.8	18	7.9
Washington Col. (Kan.)	113	1,676	131	7.8	22	16.8	16	12.2	6	4.5	3	2.3	31	23.6	10	7.6	23	17.5	20	15.2
Washington Uni. (Mo.)	326	5,004	830	16.5	195	23.5	33	3.9	98	11.8	18	2.1	129	15.5	111	13.3	33	3.9	213	25.6
Webster Col. (Mo.)	5	74	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Western Col. for Women (O.)	51	899	49	5.4	---	---	3	6.1	---	---	---	---	45	91.8	---	---	---	---	1	2.0
West. Reserve Uni. (O.)	239	3,729	272	7.2	60	22.0	12	4.4	30	11.0	3	1.1	50	18.4	75	27.6	---	---	42	15.4
Westminster Col. (Mo.)	54	862	53	6.1	6	11.3	4	7.5	6	11.3	---	---	---	---	20	37.7	---	---	13	24.5
Wheaton Col. (Ill.)	28	429	12	2.8	6	50.0	---	---	---	---	---	---	5	41.5	---	---	---	---	1	8.3
Wm. Jewell Col. (Mo.)	34	597	73	12.2	12	16.4	8	10.9	---	---	---	---	5	6.8	18	24.6	20	27.4	10	13.7
Wittenberg Col. (O.)	71	1,042	27	2.5	10	37.0	---	---	4	14.8	---	---	6	22.2	---	---	3	11.1	4	14.8
Yankton Col. (S. D.)	33	473	17	3.6	3	17.6	4	23.5	---	---	---	---	---	---	8	47.1	---	---	2	11.7
Totals (141)	18,664	294,771	27,403	9.2	4,385	16.0	2,172	7.9	1,576	5.7	489	1.8	5,004	18.2	5,910	21.5	2,222	8.3	5,645	20.6

Table XIII. Data from the Teacher-Training Institutions Accredited to N. C. A., Reporting for This Study

Name of School	No. Reported	No. of Hrs. Registered for which	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed	
Colo. State Teach. Col.	245	3,764	109	2.6	10	9.1	.....	.....	.....	.....	.....	.....	4	3.6	7	6.4	.....	.....	88	80.8
Western State Col. of Colo.	68	1,032	86	8.3	48	55.8	.....	.....	4	4.6	.....	.....	.....	.....	12	13.9	.....	.....	22	25.6
So. Ill. St. Normal Uni.	71	1,407	25	1.7	.....	.....	5	20.	.....	.....	.....	.....	5	20.	5	20.	.....	.....	10	40.
East. Ill. St. Teach. Col.	126	1,926	183	9.5	92	50.2	.....	.....	.....	.....	.....	.....	24	13.1	.....	.....	.....	.....	67	36.6
West. Ill. St. Teach. Col.	136	2,635	90	3.4	50	55.5	.....	.....	.....	.....	.....	.....	.....	.....	10	11.1	.....	.....	30	33.3
East. St. Nor. Sch. (East. Div.)	93	1,624	132	8.1	52	39.4	.....	.....	24	18.1	.....	.....	4	3.	16	12.1	.....	.....	36	27.2
Ind. St. Nor. Sch. (Terre Haute)	276	4,461	290	6.5	140	48.3	.....	.....	8	2.7	8	2.7	28	9.6	8	2.7	.....	.....	98	33.8
Iowa State Teach. Col.	245	3,398	60	1.7	20	33.3	.....	.....	.....	.....	.....	.....	5	8.2	10	16.6	5	8.2	15	25.
Kan. St. Teach. Col. (Emporia)	166	2,572	237	9.2	52	21.9	10	4.2	2	0.8	5	2.1	17	7.2	32	13.5	5	2.1	114	48.1
Kan. St. Teach. Col. (Pittsburgh)	186	2,845	208	7.3	67	32.2	.....	.....	21	10.1	5	2.4	20	9.6	30	14.4	10	4.8	55	26.4
Detroit Teach. Col.	146	1,833	76	4.1	15	19.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61	80.2
West. St. Nor. Sch. (Mich.)	329	5,096	198	3.8	35	17.6	8	4.	20	10.1	.....	.....	55	27.7	52	26.2	.....	.....	28	14.1
Central Mich. Nor. Sch.	89	1,498	144	9.6	40	27.7	.....	.....	12	8.3	.....	.....	8	5.5	16	11.1	.....	.....	68	47.2
Mich. St. Nor. Sch.	350	5,367	212	3.9	60	28.3	8	3.7	8	3.7	.....	.....	28	13.2	24	11.3	4	1.8	80	37.7
St. Teach. Col. (Minn.)	66	1,024	78	7.6	44	56.4	.....	.....	.....	.....	.....	.....	12	15.4	.....	.....	.....	.....	22	28.2
St. Cloud St. Teach. Col.	105	1,648	116	7.	28	24.1	.....	.....	16	13.8	.....	.....	12	10.3	20	17.2	.....	.....	40	34.5
Winona State Teach. Col.	138	2,112	104	4.9	12	11.5	.....	.....	8	7.7	.....	.....	4	3.8	.....	.....	.....	.....	80	76.9
S. E. Mo. State Teach. Col.	62	916	87	9.5	18	20.7	.....	.....	6	6.9	.....	.....	.....	.....	.....	.....	.....	.....	10	77.9
Teach. Col. Kansas City	110	1,736	13	0.7	2	15.4	.....	.....	1	7.7	.....	.....	15	17.2	27	31.	.....	.....	21	24.1
State Teach. Col., Kirksville	60	576	7	1.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	100.
Harris Teach. Col.	95	1,598	68	4.2	21	30.8	.....	.....	.....	.....	.....	.....	19	27.9	6	8.8	.....	.....	22	32.3
Central Mo. State Teach. Col.	85	808	48	5.9	20	41.6	.....	.....	3	6.2	.....	.....	2	4.1	7	14.6	3	6.2	13	27.1
Mont. State Normal Col.	45	715	77	10.7	32	41.5	.....	.....	4	5.2	.....	.....	8	10.4	11	14.3	.....	.....	22	28.5
St. Nor. Sch. and Teach. Col., (Chadron)	28	400	56	14.	14	25.	.....	.....	3	5.3	.....	.....	12	21.4	23	41.	.....	.....	4	7.1
Nebr. State Teach. Col.	56	851	47	5.5	3	6.4	.....	.....	4	8.5	.....	.....	3	6.4	26	55.3	.....	.....	11	23.4
St. Nor. Sch. and Teach. Col. (Peru)	34	525	8	1.5	8	10.0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Table XIII. Data from the Teacher-Training Institutions Accredited to N. C. A., Reporting for This Study—Continued

Name of School	No. Reported	No. of Hrs. for which Registered	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
St. Nor. Sch. and Teach. Col. (Wayne).....	49	838	44	5.2	8	18.2	.....	.....	.....	.....	.....	.....	.....	.....	4	9.1	8	18.2	24	54.5
Teach. Col. (Minot).....	69	898	85	9.4	24	28.2	.....	.....	.....	.....	.....	.....	.....	.....	15	17.6	.....	.....	46	54.1
St. Teach. Col. (Valley City).....	89	1,438	8	0.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	100.
Cleveland Sch. of Education.....	154	2,398	47	1.9	16	34.	.....	.....	.....	.....	.....	.....	.....	.....	7	14.9	.....	.....	24	51.
N. W. St. Teach. Col. (Okla.).....	1	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
S. E. St. Teach. Col. (Okla.).....	79	1,127	177	15.7	52	29.3	.....	.....	32	18.1	.....	.....	2	1.1	24	13.5	5	2.8	62	35.
Central St. Teach. Col. (Okla.).....	51	810	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
N. E. St. Teach. Col. (Okla.).....	2	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
S. W. St. Teach. Col. (Okla.).....	10	85	10	11.7	8	80.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North. Nor. and Indus. Sch. (S. D.).....	48	783	21	2.6	3	14.3	.....	.....	.....	.....	.....	.....	.....	.....	8	38.1	.....	.....	10	47.2
Eastern St. Nor. Sch. (S. D.).....	54	795	170	21.3	40	23.5	5	2.9	.....	.....	.....	.....	5	2.9	30	17.6	.....	.....	90	52.9
Superior St. Nor. Sch. (Wis.).....	216	3,826	260	6.8	78	30.	6	2.3	18	6.9	5	1.9	15	5.7	42	16.1	18	6.9	78	30.
Totals (38)	4,232	65,415	3,581	5.4	1,112	31.0	42	1.1	199	5.5	23	0.6	307	8.6	472	13.2	58	1.6	1,368	38.2

Table XIV. Data from the Junior Colleges Accredited to N. C. A., Reporting for This Study

Name of School	No. Reported	No. of Hrs. Registered	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
Broadview Col. (Ill.)	10	126	16	12.7	5	31.2	.....	.....	8	50.	.....	.....	.....	.....	.....	.....	.....	.....	3	188
Central Col. (Ark.)	25	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crane Jr. Col. (Ill.)	382	6,234	662	10.6	154	23.2	18	2.7	60	9.1	.....	.....	91	13.7	240	36.2	16	2.4	83	12.4
Elmhurst Col. (Ill.)	14	211	12	5.6	2	16.6	.....	.....	.....	.....	.....	.....	.....	.....	3	25.	.....	.....	7	58.3
Frances Shimer Sch. (Ill.)	33	492	28	5.6	4	14.3	4	14.3	.....	.....	.....	.....	8	28.5	8	28.5	.....	.....	4	14.3
Graceland Col. (Iowa)	18	286	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hardin Jr. Col. (Mo.)	44	723	13	1.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hibbing Jr. Col. (Minn.)	50	784	132	16.8	26	19.7	5	3.8	12	9.1	.....	.....	48	36.3	24	18.2	12	9.1	5	3.8
Joliet Jr. Col. (Ill.)	56	871	71	8.1	27	38.	.....	.....	.....	.....	.....	.....	14	19.7	16	22.5	.....	.....	14	19.7
Highland Park Jr. Col. (Mich.)	141	1,715	72	1.2	6	8.2	.....	.....	16	22.2	.....	.....	20	27.7	15	20.8	.....	.....	15	20.8
Jr. College (K. C., Mo.)	457	6,951	1,025	14.7	231	22.4	82	8.	65	6.3	.....	.....	180	17.5	225	21.9	95	9.2	147	14.3
Mason City Pub. Jr. Col. (Ia.)	49	629	71	11.2	.....	18	25.3	23	32.4	.....	.....	.....	3	4.2	12	16.9	.....	.....	15	21.1
Monticello Sem. (Ill.)	25	398	13	3.2	6	46.1	.....	.....	3	23.	.....	.....	.....	.....	.....	.....	.....	.....	4	30.7
Mt. St. Chas. Col. (Mont.)	26	422	74	17.5	39	52.7	6	8.1	.....	.....	.....	.....	.....	.....	25	33.7	.....	.....	4	5.4
Regis Col. (Colo.)	30	477	76	15.9	27	35.5	4	5.2	6	7.9	1	1.3	.....	.....	20	26.3	4	5.2	14	18.4
St. Joseph Jr. Col. (Mo.)	93	1,369	88	6.4	20	22.7	15	17.	5	5.7	.....	.....	9	10.2	15	17.	10	11.4	14	15.9
Stephens Jr. Col. (Mo.)	88	1,409	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union College (Nebr.)	25	361	5	1.4	.....	.....	.....	.....	2	40.	.....	.....	3	60.	.....	.....	.....	.....	.....	.....
Total (18)	1,566	23,858	2,358	9.9	547	23.2	152	6.4	200	8.4	1	0.0	376	15.9	603	25.6	137	5.8	342	14.5

Table XV. Summary of Data from Institutions Accredited to N. C. A.

	No. of Institutions	No. of Students Reported	No. of Hrs. for which Registered	No. of Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed	
State Universities and State Colleges..	27	7,936	128,102	13,445	10.5	2,194	16.3	813	6.0	654	4.8	112	0.8	2,525	18.7	3,037	22.6	1,206	8.9	2,904	21.6
Teacher Training Institutions	38	4,232	65,415	3,581	5.4	1,112	31.0	42	1.1	199	5.5	23	0.6	307	8.6	472	13.2	58	1.6	1,368	38.2
Junior Colleges	18	1,566	23,858	2,358	9.9	547	23.2	152	6.4	200	8.4	1	0.0	376	15.9	603	25.6	137	5.8	342	14.5
Private Colleges and Universities	114	10,728	166,669	13,958	8.4	2,191	15.7	1,359	10.0	922	6.6	377	2.7	2,479	17.7	2,873	20.6	1,016	7.2	2,741	19.6
Totals	197	24,462	384,044	33,342	8.6	6,044	18.1	2,366	7.1	1,973	5.9	513	1.5	5,687	17.0	6,985	20.9	2,417	7.2	7,355	22.0

Table XVI. Summary of Data from Institutions Inside N. C. Territory Not Accredited to N. C. A.

	No. of Institutions	No. of Students Reported	No. of Hrs. Registered for which	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
State Universities and State Colleges..	6	162	2,885	490	16.9	65	13.2	.....	.....	.....	.....	.....	.....	202	40.1	142	28.9	3	0.6	78	15.9
Teacher Training Institutions	54	822	14,557	335	2.3	16	4.8	15	4.4	49	14.6	5	1.4	57	17.0	71	21.2	.....	.....	122	34.3
Junior Colleges	34	639	9,063	568	6.2	120	21.1	75	13.2	65	11.4	13	2.3	142	25.0	92	16.2	13	2.2	48	8.4
Private Colleges and Universities	149	1,724	30,364	393	1.3	66	16.8	42	10.6	82	20.8	.....	.....	21	5.3	68	17.3	.....	.....	114	29.0
Totals	243	3,347	56,869	1,786	3.1	267	14.9	132	7.4	196	10.9	18	1.0	422	23.6	373	20.8	16	0.9	362	20.2

Table XVII. Summary of Data from Institutions Outside N. C. Territory

	No. of Institutions	No. of Students Reported	No. of Hrs. for which Registered	No. of Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed	
State Universities and State Colleges..	20	121	1,962	332	16.8	47	14.1	12	3.6	25	7.5	.....	76	22.9	84	25.3	11	3.3	77	23.2
Teacher Training Institutions	13	31	558	14	2.5	5	35.7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	34.3
Junior Colleges	7	10	165	15	9.1	2	13.3	.....	.....	.....	.....	.....	.....	.....	3	20.0	5	33.3	5	33.3
Private Colleges and Universities	179	986	16,181	1,264	7.8	224	17.7	152	12.0	95	7.5	59	4.6	174	13.7	127	10.0	.....	433	34.2
Totals	219	1,148	18,866	1,625	8.6	278	17.1	164	10.1	120	7.3	59	3.6	250	15.3	214	13.1	16	1.0	524	32.2

Table XVIII. Summary of Data from All Institutions

Summary of Data from All Institutions																							
State Univ.'s and St. Col.	27	6	20	8,219	132,949	14,267	10.7	2,306	16.1	825	5.8	679	4.8	112	0.8	2,803	19.6	3,263	22.8	1,220	8.5	3,059	21.4
Teacher Tr.																							
Institutions	38	54	13	5,085	80,530	3,930	4.8	1,133	28.8	57	1.4	248	6.3	28	0.7	364	9.3	543	13.8	58	1.4	1,499	38.1
Junior Col.'s	18	34	7	2,215	33,086	2,941	8.9	669	22.7	227	7.7	265	9.0	14	0.5	518	17.6	698	23.7	155	5.2	395	13.4
Private Col.'s and Univ.'s	114	149	179	13,438	213,214	15,615	7.3	2,481	15.8	1,553	9.9	1,099	7.0	436	2.8	2,674	17.1	3,068	19.6	1,016	6.5	3,288	21.0
Totals.....	197	243	219	28,957	459,779	36,753	8.0	6,589	17.9	2,662	7.2	2,291	6.2	590	1.6	6,359	17.3	7,572	20.6	2,449	6.6	8,241	22.4

colleges 9.9, and in private colleges and universities 8.4. The outstanding fact in this table is the small percentage of failures in teacher training institutions in comparison with that in the other groups. Immediately the question arises, why the difference? In a letter accompanying the report from one of the normal schools, the statement was made that the small number of failures in that school was due to the type of students that came to the institution. The writer went on to state that students in teacher training institutions were serious minded young men and women with a definite aim in life. This explanation of the small percentage of failures in teacher training institutions might not be accepted by representatives from some of these other groups. It presents an interesting problem—one worthy of further serious study.

Table XVI gives a summary of these data for institutions within the North Central territory not accredited to the Association.

Table XVII gives a summary of the data for institutions without the North Central territory.

Table XVIII gives a summary of all these data from all institutions organized in four groups. It is interesting to note that 28.4 percent of all students reported for this study were registered in state universities and state colleges; 17.6 percent were enrolled in teacher training institutions; 7.6 percent were enrolled in junior colleges; and 46.4 percent were enrolled in private institutions. It was also found that 84.5 percent of all students on whom reports were received were in institutions belonging to the North Central Association; that 11.6 percent were in attendance in institutions in North Central territory not belonging

to the Association; and that 3.9 percent, as mentioned earlier in the report, were in attendance in institutions outside the territory.

Table XIX gives the percentages of failures by the four groups classified according to accredited and non-accredited institutions. The state universities and colleges accredited to the North Central Association show a smaller percentage of failures than do the other state universities and colleges. The number of stu-

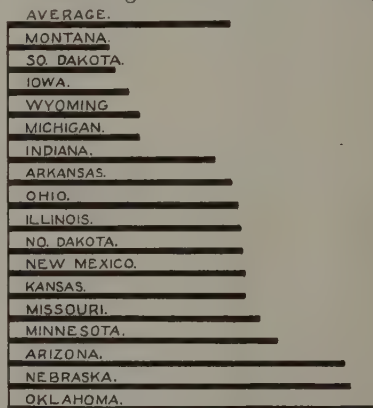


Fig. 2. Graphical Representation of Failures in State Universities. Data Taken from Table 20

dents reported from the unaccredited state universities and colleges is so small that this comparison may not be wholly significant. The teacher training institutions accredited to the Association have a much higher percent of failures than do those not accredited. This is also true of the junior colleges. The private colleges and universities accredited to the Association and those outside the North Central territory have a much greater percent of failures than do those not accredited that are within the territory. The non-accredited private colleges and universities that are within the North

Central territory have a much lower percentage of failures than is found in any other group. Again the question might be asked, why is this true? These institutions are representatives of a class that are unable to meet the standards of the Association, in many cases due perhaps to the lack of adequate facilities for instruction. It would seem to mean that the standards of instruction are such that few students fail in any work for which they may register.

Table XIX. Comparison of Percentages of Failures in Different Types of Institutions

State Universities and State Colleges:	
Accredited to N. C. A.....	10.5
Non-Accredited in North Central territory	16.9
Outside North Central territory.....	16.8
Teacher Training Institutions:	
Accredited to N. C. A.....	5.4
Non-Accredited in North Central territory	2.3
Outside North Central territory.....	2.5
Junior Colleges:	
Accredited to N. C. A.....	9.9
Non-Accredited in North Central territory	6.2
Outside North Central territory.....	9.1
Private Colleges and Universities:	
Accredited to N. C. A.....	8.4
Non-Accredited in North Central territory	1.3
Outside North Central territory.....	7.8

Table XX shows the situation in the state universities.

Figure 2 represents the percentages of failures in graphic form.

This graph raises a few pertinent questions. Why are the percentages of failures in the large universities of Iowa and Michigan so much smaller than in the large universities of Illinois and Minnesota? Why is the percentage of failures so much greater in the University of Arizona than in the University of Mon-

tana? Why do the Universities of Oklahoma and Nebraska have failures 50 percent higher than the average? Several explanations are, of course, possible. It may mean that the state universities having the smallest percentages of failures attract students of greater ability; it may mean that these institutions themselves make a more rigorous selection; it may mean that more attention is given in assisting freshmen to adjust and adapt themselves to their new environment; or it may mean that these institutions have a lower standard of work. These are questions demanding further study before any satisfactory answer can be given. However, under any condition it would seem that institutions that are deviating greatly from the average should investigate the reasons for such deviation.

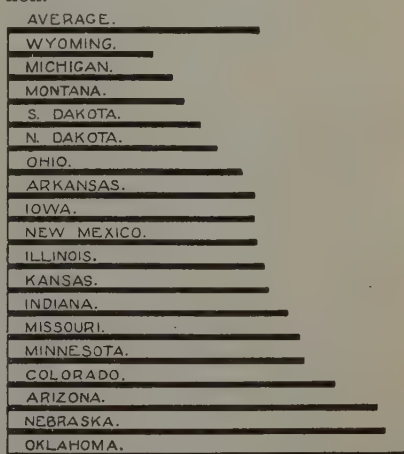


Fig. 3. Graphical Representation of Failures in State Colleges and State Universities. Data Taken from Table 21

Table XXI presents a summary of these data by states of all state universities and state colleges in the North Central territory.

Table XX. Summary of Data by States of All State Universities Accredited to North Central Association

	No. of Students Reported	No. of Hrs. Registered for which	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
Arizona	169	2,537	398	15.6	78	19.6	30	7.5	28	7.0	...	...	48	12.1	140	35.2	35	8.8	39	9.8
Arkansas	196	3,021	317	10.4	75	23.6	15	4.7	30	9.4	...	...	55	17.3	74	23.3	20	6.3	48	15.1
Colorado (No Report)																				
Illinois	1,031	16,401	1,782	10.8	149	8.5	69	3.8	66	3.7	10	0.5	461	25.8	420	23.6	80	4.4	527	29.5
Indiana	329	4,895	472	9.6	105	22.4	45	9.1	3	0.6	5	1.0	32	6.8	55	11.6	95	20.1	131	27.8
Iowa	384	6,195	350	5.6	30	8.5	25	7.1	16	4.6	4	1.1	40	11.4	88	25.1	72	20.5	75	21.4
Kansas	428	6,260	690	11.0	119	17.2	67	9.7	97	14.0	...	...	122	17.6	108	15.6	30	4.3	147	21.3
Michigan	558	8,420	518	6.1	53	10.2	80	15.4	80	15.4	...	...	92	17.7	136	26.2	50	9.7	27	5.2
Minnesota	611	9,262	1,168	12.5	137	11.7	135	11.6	84	7.2	33	2.8	210	17.9	321	27.4	70	6.0	178	15.3
Missouri	272	4,487	529	11.7	6	1.1	...	...	...	...	...	...	40	7.5	186	35.1	122	23.1	175	33.1
Montana	149	2,347	112	4.7	20	17.8	5	4.4	...	...	...	...	20	17.8	30	26.7	10	8.9	27	24.1
Nebraska	284	4,181	664	15.9	160	24.1	49	7.3	15	2.2	9	1.3	92	13.8	93	14.0	98	14.7	148	22.3
New Mexico	69	1,114	123	11.0	18	14.6	...	...	...	...	...	...	19	15.4	61	49.6	15	12.2	10	8.1
North Dakota	183	2,922	317	10.9	87	27.4	25	7.9	20	6.3	...	...	18	5.6	82	25.8	11	3.4	74	23.3
Ohio	808	14,117	1,515	10.7	193	12.7	150	9.9	90	5.9	27	1.7	133	8.7	285	18.8	130	8.5	507	33.4
Oklahoma	138	2,248	383	17.0	57	14.8	25	6.5	5	1.3	...	...	48	12.5	71	18.4	99	25.9	78	20.3
South Dakota	85	1,987	100	5.0	16	16.0	7	7.0	11	11.0	...	...	11	11.0	11	11.0	32	32.0	12	12.0
Wisconsin (No Report)																				
Wyoming	120	1,814	112	6.1	37	33.0	...	...	6	5.3	...	...	10	8.9	...	...	3	2.6	56	50.0
Totals	5,814	92,208	9,550	10.3	1,341	14.0	727	7.6	551	5.7	88	0.9	1,451	15.1	2,161	22.6	972	10.1	2,259	23.6

Table XXI. Summary of Data by States of All State Universities and State Colleges in North Central Territory

	No. of Students Reported	No. of Hrs. Registered for which	No. of Hrs. Failed	% Hrs. Failed	English	% Hrs. Failed	French	% Hrs. Failed	History	% Hrs. Failed	Latin	% Hrs. Failed	Mathematics	% Hrs. Failed	Science	% Hrs. Failed	Spanish	% Hrs. Failed	Other Subjects	% Hrs. Failed
Arizona	169	2,537	398	15.6	78	19.6	30	7.5	28	7.0	.....	.....	48	12.1	140	35.2	35	8.8	39	9.8
Arkansas	200	3,079	317	10.4	75	23.6	15	4.7	30	9.4	.....	.....	55	17.3	74	23.3	20	6.3	48	15.1
Colorado	204	4,269	592	13.8	118	19.9	.....	.....	.....	.....	.....	.....	225	38.0	173	29.2	.....	.....	76	12.8
Illinois	1,031	16,401	1,782	10.8	149	8.5	69	3.8	66	3.7	10	0.5	461	25.8	420	23.6	80	4.4	527	29.5
Indiana	768	11,814	1,393	11.8	221	15.9	72	5.1	35	2.5	5	0.4	393	28.0	180	12.9	166	11.9	321	23.0
Iowa	666	10,954	1,143	10.4	164	14.3	32	2.8	16	1.4	4	0.3	375	32.8	281	24.5	79	6.9	192	16.8
Kansas	428	6,260	690	11.0	119	17.2	67	9.7	97	14.0	.....	.....	122	17.6	108	15.6	30	4.3	147	21.3
Michigan	821	12,912	906	6.9	174	19.2	96	10.5	96	10.5	.....	.....	191	21.1	246	27.1	54	5.9	49	5.4
Minnesota	611	9,262	1,168	12.5	137	11.7	135	11.6	84	7.2	33	2.8	210	17.9	321	27.4	70	6.0	178	15.3
Missouri	326	5,271	652	12.3	36	5.5	.....	.....	.....	.....	.....	.....	55	8.4	240	36.8	122	18.7	199	30.3
Montana	231	3,771	279	7.4	42	15.0	5	1.7	3	1.0	.....	.....	60	21.5	80	28.6	26	8.3	63	22.5
Nebraska	284	4,181	664	15.9	160	24.1	49	7.3	15	2.2	9	1.3	92	13.8	93	14.0	98	14.7	148	22.3
New Mexico	106	1,765	186	10.5	30	16.1	.....	.....	.....	.....	.....	.....	32	17.2	81	43.5	18	9.6	25	13.4
North Dakota	404	6,918	609	8.8	211	34.6	29	4.7	28	4.5	.....	.....	45	7.4	158	25.9	23	3.7	115	18.8
Ohio	1,376	23,272	2,316	9.9	369	15.9	182	7.8	123	5.3	49	2.1	233	10.1	437	18.8	254	10.9	669	28.9
Oklahoma	138	2,248	383	17.0	57	14.8	25	6.5	5	1.3	.....	.....	48	12.5	71	18.4	99	25.9	78	20.3
South Dakota	215	4,233	345	8.1	82	23.8	7	2.0	22	6.4	2	0.5	72	20.8	76	22.0	32	9.2	52	15.1
Wisconsin (No Report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	120	1,814	112	6.1	37	33.0	.....	.....	6	5.3	.....	.....	10	8.9	.....	.....	3	2.6	56	50.0
Totals	8,098	130,961	13,935	10.6	2,259	16.2	813	5.9	654	4.7	112	0.8	2,727	19.6	3,179	22.5	1,209	8.6	2,982	21.5

Figure 3 represents the percentages of failures in graphic form.

When we group all state institutions together, the percentage of failures is higher than in the state universities taken alone. In only two states, that is, Ohio and North Dakota, do we find the percentages of failures decreased when the records from the state colleges are added. It will be noted that this table presents a rather different situation from the previous one. The average percentage of failures when we include all institutions is 10.6 percent as compared with 10.3 percent in the state universities. That is, it indicates that the technical colleges have a higher percentage of failures than do the state universities. Again interesting questions are raised. Why should the percentage of failures in one state be raised from 5.6 to 10.4 when the records from the state colleges are added? Why in another state is it increased from 4.7 percent to 7.4 percent? Why in a third state is it reduced from 10.9 percent to 8.8 percent?

In order to analyze failures in the same group of institutions Table XXII was prepared.

This shows failures in the ten teacher training institutions having the highest percentages of failures with the ten having the lowest percentages. For this comparison institutions that reported more than 50 students were selected. It was felt that should we take schools reporting on fewer students the cases would be so few that either a large or small percentage of failures might be due to the element of chance.

Figure 4 presents these data in graphic form.

One interesting feature of this comparison shows that four states—Colorado, Illinois, Missouri, and Oklahoma

—have schools in each group. The average percentages of those having the highest percentages of failures is four times as great as the average percentage of those having the lowest. One might expect that teacher training institutions that are in the same state would have approximately the same standards, but this comparison shows a contrary state of affairs. It is difficult to understand why such a wide variation exists among institutions that are supposed to have, in the main, common aims and purposes.

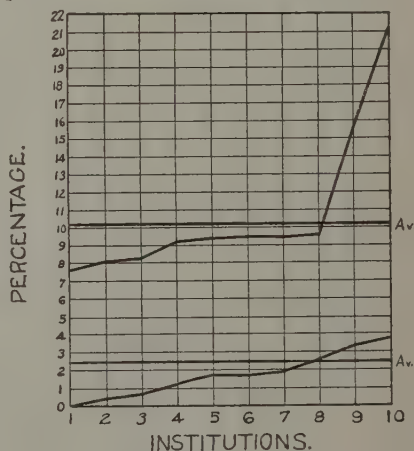


Fig. 4. Graphical Representation of Table 22

Table XXIII presents the same type of data for ten private colleges and universities.

Figure 5 presents this material in graphic form.

It is seen that the variation is even greater than in the teacher training schools. It is again wholly pertinent to raise the question, why such a wide variation exists. It might be explained that in the private colleges and universities the specific aims of an institution might

be responsible for its placement. We find in both groups some of the best known institutions in this Association.

Table XXII. Comparison of the Ten Teacher Training Institutions Having the Highest Percentages of Failures with the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

Eastern State Normal School, South Dakota	21.3
Southeastern State Teachers College, Oklahoma	15.7
Central Michigan Normal School, Michigan	9.6
Eastern Illinois State Teachers College, Illinois	9.5
Southeast Missouri State Teachers College, Missouri	9.5
Teachers College, Minot, North Dakota.....	9.4
Kansas State Teachers College, Emporia, Kansas	9.2
Western State College of Colorado, Colorado	8.3
Indiana State Normal School, Eastern Div., Muncie, Ind.	8.1
State Teachers College, Moorhead, Minnesota	7.6
AVERAGE	10.2
Western State Normal School, Michigan.....	3.8
Western Illinois State Teachers College, Illinois	3.4
Colorado State Teachers College, Colorado.....	2.6
Cleveland School of Education, Ohio.....	1.9
Iowa State Teachers College, Iowa.....	1.7
Southern Illinois State Normal University, Illinois	1.7
State Teachers College, Kirksville, Missouri	1.2
Teachers College, Kansas City, Missouri.....	0.7
State Teachers College, Valley City, North Dakota	0.5
Central State Teachers College, Oklahoma.....	0.0
AVERAGE	2.4

To show the comparison of percentages of failures by states in the higher institutions with the failures in the secondary schools, Table XXIV has been prepared.

Table XXIII. Comparison of the Ten Private Institutions Having the Highest Percentages of Failures with the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

Case School of Applied Science, Ohio.....	20.6
Wabash College, Indiana	20.3
Cornell College, Iowa	17.2
Washington University, Missouri.....	16.5
Milwaukee, Downer College, Wisconsin.....	16.1
Illinois Wesleyan University, Illinois.....	14.3
Loyola University, Illinois.....	14.1
Rose Polytechnic Institute, Indiana.....	13.3
Ottawa University, Kansas	13.1
Northwestern University, Illinois.....	12.7
AVERAGE	17.2
Lombard College, Illinois	4.4
North-Western College, Illinois	4.1
Lindenwood College, Missouri	4.1
Southwestern College, Kansas	3.1
Oberlin College, Ohio.....	2.9
Wittenberg College, Ohio	2.5
Parsons College, Iowa	2.4
Iowa Wesleyan College, Iowa.....	1.7
Illinois Women's College, Illinois.....	0.9
Carthage College, Illinois.....	0.7
AVERAGE	2.9

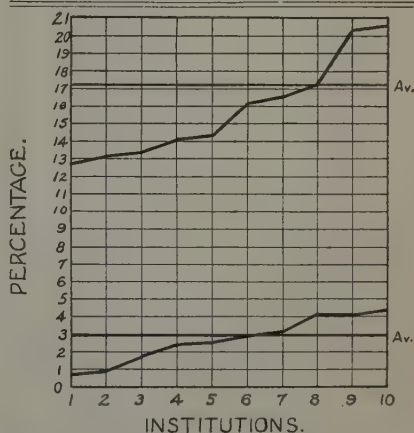


Fig. 5. Graphical Representation of Table 23

It will be noted in this table that in only one state do we find the percentage of failures in the state university lower

than in the other institutions in that state. In each state the average percentage of failures in all higher institutions is very nearly the same as in the secondary schools. In eight instances the average percentage of failures in the secondary schools is higher than in the higher institutions of the state, and in eight other states the situation is reversed.

Table XXIV. Comparison by States of Percentages of Failures in Higher Institutions and in Secondary Schools

State	State Universities and Colleges	All other Institutions of Higher Learning	Average	Secondary Schools
Arizona	15.6	1.9	12.6	9.8
Arkansas	10.4	5.1	8.0	10.0
Colorado	13.8	6.2	8.2	7.9
Illinois	10.8	7.2	8.0	8.0
Indiana	11.8	6.8	8.2	7.8
Iowa	10.4	5.8	7.4	7.0
Kansas	11.0	6.4	7.4	7.7
Michigan	6.9	5.8	6.2	6.4
Minnesota	12.5	8.2	9.8	9.9
Missouri	12.3	8.3	8.9	8.7
Montana	7.4	10.3	8.2	10.5
Nebraska	15.9	5.2	8.9	8.7
New Mexico	10.5	8.3	9.9	10.3
North Dakota	8.8	5.7	7.8	8.1
Ohio	9.9	7.0	7.9	7.6
Oklahoma	17.0	8.1	10.6	9.9
South Dakota	8.1	6.6	7.3	7.6
Wisconsin		7.9		8.0
Wyoming	6.1			8.2

This study has given the facts relative to failures by secondary schools and by institutions of higher learning. The most valuable aspect of this study would be the interpretation of these facts and an explanation for such a great deviation in practice so far as percentage of failures is concerned. Colleges and universities constantly criticize the preparation of the graduates of secondary schools. The secondary schools hold that the col-

leges and universities are responsible for the failures of students due to the lack of any attempt to co-ordinate their work with that of the lower schools. This study seems to show that it is wholly conceivable that a student might enter one institution accredited to the North Central Association and make an excellent record while had the same student enrolled in another institution of supposedly equal standards, he would have made a lamentable failure. The failures in different courses in higher institutions indicate that a like situation undoubtedly exists within those schools. The facts adduced in this study justify further and more searching investigation of the problem.

Conclusions

The conclusions from the second part of this report are as follows.

1. The percentages of failures of freshmen students in their first term or semester of college work vary greatly with institutions.

2. Teacher training schools have a much lower percentage of failures than do the other types of higher institutions.

3. Institutions accredited to the North Central Association have a much higher percentage of failures than do the non-accredited institutions within the territory, with the exception of the state colleges.

4. Great differences are found in the percentages of failures between institutions of the same type without any apparent cause.

5. The success of a graduate of a high school in college or university depends largely upon what institution he attends.

6. A study of the causes of this wide range of difference in failures would be of much value both to the secondary schools and to the colleges.

Quantitative Work in English^{*}

(A Committee Report)

BY CALVIN O. DAVIS, ANN ARBOR, MICHIGAN

Last spring the Commission on Unit Courses and Curricula raised a new committee to deal with the quantitative aspects of the various subjects of study found in the Secondary Schools. This committee, it was hoped, would work in close conjunction and co-operation with the older committee on Qualitative Definitions of Units. To ensure this plan, certain members of the older committee were likewise included in the membership of the newer committee and, in addition, the first committee meeting on Quantitative Studies was held jointly with the full committee on Qualitative Definitions.

Previous to the current year, the Committee on Qualitative Definitions had completed its analysis of three subjects of study—English, General Science, and Physical Education. It had likewise partially finished an analysis of the subject of Manual Arts. It therefore seemed wise to the Committee on Quantitative Studies to confine its attention to the fields that had already been investigated by the older Committee. Indeed, after pondering the task, the new committee decided that perhaps there was a man-sized job confronting it in dealing with but a limited portion of that field. It therefore agreed to test out its organization and machinery, this year, in making a fairly thorough analysis of the question of English as it is taught in

Junior and Senior High Schools and in Colleges. To this end, questionnaires and letters were prepared and sent to approximately five hundred junior and senior high schools and to approximately one hundred and fifty colleges and universities in the North Central Association territory. The letters to the Secondary Schools were directed to the heads of the departments of English; the letters to the colleges were sent to the Presidents of the institutions, with the request that they in turn transmit them to the individuals who could speak with most authority on that subject.

Now, obviously, the line of demarcation between the work that properly may be investigated by a committee on Qualitative Definitions and by a committee on Quantitative Definitions is not clear. The first asks itself the question "To what degree?"; the second asks, "How much?"; but neither can get very far in its procedure without asking also "What?". Consequently in preparing the questionnaire this year the "What?" idea is most prominent. It is hoped that later the committee, building on the data gathered, may elaborate more constructively on the idea of "How much?".

The Committee conceived of Secondary Education as extending through the six upper grades of the public schools and the two lower grades or years of our liberal arts colleges. That is, the committee felt that the work in English, beginning in the seventh and extending

^{*}A report made at the time of the annual meeting in Chicago, March, 1926.

through the sophomore year of the college, ought to be studied as a whole and that whatever recommendations are made respecting it ought to be made to cover the entire period of eight years work. Consequently the letters and

questionnaires sent to the high schools and to the colleges were as nearly alike as conditions in the two types of institutions would seem to warrant. Facsimiles of the letters and questionnaires are herewith presented.

Exhibit A—Fac Simile of Form Used with Secondary Schools

THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

The Committee on Quantitative Definitions in English

Ann Arbor, Mich., Dec. 3, 1925.

Head of the Department of English,
.....High School,
.....

Dear Co-Worker:

The North Central Association of Colleges and Secondary Schools, through one of its Commissions, is seeking to gather together, for publication, a fairly complete outline and syllabus of the work being done in English in our Junior and Senior High Schools, and Junior Colleges. Your school has been recommended to us as one that can offer distinctive help in this matter. May we ask, therefore, that you give us, at your very early convenience, (before December 25th, if possible) such data as are called for in the accompanying sheets.

It is pertinent to say that the Association, while deeply concerned with the criticisms respecting the deficiencies of English work in our schools, has no desire or intent to seek to standardize such work closely. It merely aims to collate the data respecting current practices and to put into the hands of each teacher of English the results of that compilation. It thus hopes that teachers will find in the material substantial help in organizing and conducting their several courses.

The data sought fall into three classes:

- I. Statistical facts
 - II. Printed materials
 - III. Critical Suggestions
- (See details on next page).

Very truly yours,
Calvin O. Davis, Chairman.

THE DETAILED INQUIRY

I. STATISTICAL DATA

A. General Facts

1. Name of School
2. Grades included
3. Total enrollment
4. Name of unit used to compute credits (unit, hour, point, credit, year's work,—What)
5. Numbers of such units required for graduation from your school.....
6. Number of such units required in the field of English.....
7. Number weeks in a term or semester.....
8. Number times per week courses in English meet.....
9. Number minutes in each English recitation period.....
10. Does your school have so-called Supervised Study in English?.....

11. Does your school attempt to group pupils in English on a basis of decided differences in intelligence?.....
12. If homogeneous grouping is employed, how, primarily, does the English-work for the different sections differ?—(Check)
 - a. In amount of material studied
 - b. In kinds of material studied
 - c. In emphasis given to selected aspects or topics
 - d. Otherwise—What?
- B. English in the Several Grades. Please record for each grade by check mark or otherwise).
 1. In which grades is English prescribed?.....
 2. In which grades is English elective?.....
 3. How many times per week does English meet in the several grades?
 4. How many minutes are class periods in each grade?.....
 5. In what grades (if any) has the school supervised study in English?
 6. What percent of the total time devoted to English in each grade is given to
 - a. Literature
 - b. Written composition, rhetoric and grammar.....
 - c. Oral composition
 - d. Argumentation, debating, public speaking.....
 - e. Library instruction
 - f. Other types of work. What?.....
 7. Is time given to the two aspects of English—literature and language—
 - a. In each class-period
 - b. On given days of each week.....
 - c. At times determined wholly by the teacher.....
 8. How many books are read in class per year in each grade?.....
 9. How many books are expected to be read by each pupil outside of class per year in each grade?.....
 10. Is much class time devoted to a study of newspaper and magazine articles in the several grades?.....
 11. What is the name of the text book used in the
 - 7th grade?
 - 8th grade?
 - 9th grade?
 - 10th grade?
 - 11th grade?
 - 12th grade?

II. PRINTED MATERIAL

Kindly mail to the committee copies of the following printed or mimeographed material relating to your school:

1. The general announcement, catalogue, yearbook, or course of study.
2. The syllabus or outline used in your school for each course in English.
3. Copies of departmental instructions issued to teachers of English, either by the Superintendent, Principal, or Head of Department.
4. Sample lesson sheets in English for the several grades.
5. Any other available material relating to the work in English in your school.

III. CRITICAL SUGGESTIONS

1. Just what are the outstanding weaknesses of pupils in English when they enter your school?.....
2. Just what are their best English abilities when they enter your school?.....
3. Just what general modifications of the work in English would you (or your colleagues) very much desire to see made in respect to.....
 - a. Amount of work offered.....
 - b. Kind of work offered.....
 - c. Amount and kind of work required of all pupils.....
 - d. The organization of the teaching materials.....
 - e. The teaching methods.....
 - f. Other aspects—What?.....

Kindly mail your replies to Professor Calvin O. Davis, Chairman, The University of Michigan, Ann Arbor, Mich.

The full committee consists of:

Principal F. E. Clerk, Kenilworth, Illinois
 Professor J. A. Clement, Urbana, Illinois
 Professor C. O. Davis, Ann Arbor, Michigan
 Principal Will French, Lincoln, Nebraska
 Superintendent T. H. Gosling, Madison, Wisconsin
 Professor T. J. Kirby, Iowa City, Iowa
 Principal W. C. Reavis, Chicago, Illinois
 Dean H. L. Smith, Bloomington, Indiana
 Professor J. E. Stout, Evanston, Illinois
 Professor L. W. Webb, Evanston, Illinois
 Principal G. W. Willett, LaGrange, Illinois

P. S. A stamped envelope is enclosed for the return of this questionnaire. May we have it soon?

Exhibit B—Fac Simile of the Letter and Questionnaire Addressed to Presidents of Colleges

Ann Arbor, Mich., Dec. 3, 1925.

President of.....College,

Dear President.....:

The North Central Association of Colleges and Secondary Schools, through one of its Commissions, is seeking to gather data respecting the teaching of English in the Freshmen and Sophomore years of its membership colleges. While the Association has no intent of seeking to standardize practices closely, it is deeply concerned with the numerous failures of students in English and is hoping to aid in reducing the number of such failures.

In order to aid the Commission, may we ask that you kindly refer this letter to the Director or Supervisor of Freshmen English in your college, with the request that he give us such help as he is able respecting the matter?

An early response will be greatly appreciated.

Very truly yours,

Calvin O. Davis, Chairman,
 University of Michigan, Ann Arbor, Michigan.

(THE QUESTIONNAIRE)

INQUIRY RESPECTING THE TEACHING OF ENGLISH IN COLLEGES

The inquiry seeks three types of help:

- I. Statistical data
- II. Printed material
- III. Critical Suggestions

I. STATISTICAL DATA

- A. Number of weeks in college year.....
- B. Number of weeks in college term or semester.....
- C. Freshmen English Course
 - 1. Is such a course prescribed.....
 - 2. For what number of weeks it is required?.....
 - 3. How many times per week does it meet?.....
 - 4. How long are class periods? (in minutes).....
 - 5. What is the character of the work? (Check)
 - a. Primarily rhetoric and composition.
 - b. Primarily literature
 - c. Primarily public speaking.
 - d. A fair mingling of rhetoric, literature, and oral expression.
 - 6. How many high school units in English are presupposed or required?.....
 - 7. What are the most common weaknesses reported by college instructors in respect to the high school work in English? (check)
 - a. Ungrammatical forms.
 - b. Stilted or unnatural expression.
 - c. Incorrect spelling
 - d. Illegible handwriting.
 - e. Ineffective rhetoric.
 - f. Unfamiliarity with standard literature.
 - g. Slovenly diction.
 - h. Paucity of ideas.
 - i. Lack of interest in English work.
 - 8. What are some of the common excellences found by college instructors in the work of high school English?
 - a.
 - b.
 - c.
 - 9. What text-books are usually prescribed for the Freshmen course in English?
 - 10. Are students classified in sections in accordance with
 - a. Their general intellectual ability?
 - b. Their ability in respect to English?
- D. Sophomore English.
 - 1. Is any course in English prescribed for sophomores?.....
 - 2. If so, is its character essentially—(Check)
 - a. Rhetoric
 - b. Literature
 - c. Public Speaking
 - 3. How much credit does the course carry toward graduation points or hours.....

II. PRINTED MATERIAL

Kindly mail to the Committee copies of the following material (if available).

- A. Announcement containing a description of the Freshmen and Sophomore courses in English.
- B. Descriptive matter relating to the high school English demanded for admission to college.
- C. Departmental instructions given out to instructors or students.

- D. Sample lesson sheets or other printed or mimeographed material used in connection with the Freshman or Sophomore work in English.

III. CRITICAL SUGGESTIONS.

Just what modifications would you (or your college staff in English) very much desire to see made?

- A. In respect to high school English offered for entrance to college.
- B. In respect to the Freshmen work in college English.
- C. In respect to the Sophomore work in college English.

As will be observed, each circular contained requests for three sets of data, namely: 1. Statistical facts, 2. Copies of available printed material dealing with the organization and teaching of English; and 3. Critical suggestions pertaining to this work. From the Secondary Schools such facts as the following were sought: Location; grades included; enrollment; descriptive name and number of credit-units required for graduation; number of such units required in English; number of weeks in the school term or semester; number of periods per week classes in English meet, together with the length of class periods in minutes; the general plan of organizing and conducting the class exercises; and the varieties in class work made in order to provide for individual differences. A second subdivision sought to bring out, in greater detail, elaborations on the last point, namely the nature of class work.

The questionnaires sent to the colleges sought particularly to bring out: the requirements and the character of the prescribed courses in the Freshman and the Sophomore years; the most common weaknesses, as well as the more outstanding excellences, which college instructors find the entering students possess; and what specifically can be suggested to improve conditions both in the schools and in the colleges.

All told, 17 reports were received from so-called Junior High Schools, 96 from regular four year high schools, 9 from three year Senior High Schools, 46 from six year high schools, and 45 from colleges and universities. That is, replies were received from 168 Secondary Schools and from 45 Colleges. The tables and discussion which follow concern themselves with the data thus gathered.

Table I. Data Respecting the Teaching of English in 168 Public Secondary Schools

I. STATISTICAL DATA	J. H. S. (7-8-9)	S. H. S. (10-11-12)	Regular 4-yr. H. S.	5 or 6 Yrs.	Total
A. Formal items					
1. No. schools to which letters were sent.....	30	20	390	60	500
2. No. schools from which replies were received.....	17	9	96	46	168
3. Enrollment					
a. Under 150	1	0	17	6	24
b. From 150-500	10	3	32	0	45
c. From 501-1000	6	3	20	14	43
d. Over 1001	0	3	27	18	48
e. Unanswered	---	---	---	8	8
4. Name of recording unit used					
a. Unit	7	4	43	16	70
b. Credit	10	4	43	28	85
c. Point	0	0	3	0	3
d. Hour	0	1	2	2	5
e. Year	0	0	5	0	5
5. No. such units required for graduation					
a. Twelve	1	4	---	2	7
b. Fifteen	4	2	3	7	16
c. Sixteen	9	3	90	36	138
d. Seventeen	3	---	3	1	7
6. No. years English work required					
a. Two	2	3	4	0	9
b. Three	9	6	56	0	71
c. Four	0	0	36	0	36
d. Five	0	0	0	20	20
e. Six	0	0	0	23	23
f. Not answered	6	0	0	0	6
7. Weeks in school term					
a. Twelve or thirteen	0	0	6	0	6
b. Eighteen	17	6	56	38	117
c. Nineteen	0	0	0	3	3
d. Twenty	0	3	34	5	42
8. Times per week English classes meet					
a. Four	0	0	4	1	5
b. Five	17	9	92	45	163
9. Minutes in English class periods					
a. Under 40	6	1	25	3	35
b. 40-45	4	5	46	32	87
c. 50-60	7	2	25	9	43
d. Over 60	0	1	0	2	3
10. Is there supervised study in English					
a. Yes	14	6	25	19	64
b. No	3	3	71	27	104
11. Are pupils in English grouper homogeneously or in respect to decided intellectual differences?					
a. Yes	13	3	36	22	74
b. No	4	6	60	24	94

	J. H. S. (7-8-9)	S. H. S. (10-11-12)	Regular 4-Yr. H. S.	5 or 6 Yrs.	Total
12. Where homogeneous grouping prevails, English work differs in the various sections as follows:					
a. In amount of material studied	9	2	40	18	69
b. In kinds of material studied	3	2	25	13	43
c. In emphasis given to selected topics	6	2	23	16	47
d. In some other respects	2	2	17	6	27
e. No answers given	6	3	46	22	77
f. Total schools returning questionnaires	17	9	96	46	168

B. The English Work of the Several Grades

	7th	8th	9th	10th	11th	12th
1. Respecting prescriptions						
a. Required of all	59	63	159	150	125	69
b. Elective	0	0	0	0	25	83
c. Conditionally required	4	0	4	5	0	0
d. No answer	0	0	5	8	18	16
2. No. of class meetings per week						
a. Five	63	63	153	144	137	85
b. Four	0	0	6	7	8	31
c. Not stated	—	—	9	17	23	52
3. No. minutes in class period						
a. Under 40	11	11	5	3	3	5
b. From 40 to 45	33	33	110	112	110	78
c. From 50 to 60	16	16	39	32	34	37
d. Over 60	3	3	5	4	4	2
e. No answer	0	0	9	17	17	46
4. No. schools having supervised study						
	7th	8th	9th	10th	11th	12th
a. Yes	40	39	60	44	43	32
b. No	10	11	58	58	60	45
c. No answer	13	13	41	49	48	74

5. Distribution of time devoted to English in each grade

	Schools Reporting	None or No Answer	5 to 20%	About 25%	About 33 1/3%	About 50%	About 66 2/3%	About 75%
<i>Seventh Grade</i>								
a. To literature	63	36	2	0	16	0	9	0
b. To language	63	18	19	2	20	1	2	1
c. To oral composition	63	42	1	19	1	0	0	0
d. To argumentation	63	46	14	5	0	0	0	0
e. To library instruction	63	52	11	—	0	0	0	0
<i>Eighth Grade</i>								
a. To literature	63	26	3	0	16	0	18	0
b. To language	63	10	14	2	20	14	1	2
c. To oral composition	63	30	12	19	2	0	0	0
d. To argumentation	63	48	14	1	0	0	0	0
e. To library instruction	63	52	11	0	0	0	0	0

	Schools Reporting	None or No Answer	5 to 20%	About 25%	About 33 1/3%	About 50%	About 66 2/3%	About 75%
<i>Ninth Grade</i>								
a. To literature	159	44	12	9	38	52	4	0
b. To language	159	19	36	10	29	43	22	0
c. To oral composition	159	30	74	49	4	2	0	0
d. To argumentation	159	109	47	3	0	0	0	0
e. To library instruction	159	148	11	0	0	0	0	0
<i>Tenth Grade</i>								
a. To literature	151	22	5	11	38	19	50	6
b. To language	151	15	23	5	52	32	14	10
c. To oral composition	151	48	74	20	6	3	0	0
d. To argumentation	151	98	50	3	0	0	0	0
e. To library instruction	151	124	27	0	0	0	0	0
<i>Eleventh Grade</i>								
a. To literature	151	15	10	8	33	20	50	15
b. To language	151	0	38	12	44	19	28	10
c. To oral composition	151	54	78	14	2	3	0	0
d. To argumentation	151	93	53	5	0	0	0	0
e. To library instruction	151	112	39	0	0	0	0	0
<i>Twelfth Grade</i>								
a. To literature	151	7	14	5	25	14	50	36
b. To language	151	4	50	11	32	38	6	10
c. To oral composition	151	60	69	15	7	0	0	0
d. To argumentation	151	93	51	7	0	0	0	0
e. To library instruction	151	114	37	0	0	0	0	0
6. When attention to literature and language is given								
a. Both given each class period			7th	8th	9th	10th	11th	12th
Yes			13	13	48	45	43	40
No and not answered			50	50	111	106	108	111
b. Each given on separate fixed days								
Yes			18	18	61	62	62	60
No or not answered			45	45	98	89	89	91
c. Decision left to the judgment of the teacher								
Yes			26	27	76	75	74	63
No or not answered			37	36	83	76	77	88
7. Books read in class yearly								
a. None			16	16	18	21	19	31
b. Under five			42	41	90	70	56	47
c. From 5 to 10			5	6	51	59	74	70
d. Over 10			0	0	0	1	2	3
8. Books expected to be read yearly outside of class								
a. None			4	2	0	17	18	12
b. Under five			31	33	41	56	54	54
c. From 5 to 10			7	9	63	78	79	76
d. No answer (probably therefore none required)			21	19	55	0	0	9
9. Is much time devoted to the study of newspaper and magazine articles?								
a. Yes			29	31	98	103	107	91
b. No			17	17	34	24	27	20
c. No answer (probably no)			17	15	27	24	17	40
10. Different named text books used			18	23	28	25	27	31

An analysis of Table I shows that 168 Secondary Schools replied to the questionnaires. Of these 17 were Junior High Schools consisting of grades 7, 8 and 9; nine were senior high schools consisting of grades 10, 11 and 12; 96 were four year high schools consisting of grades 9, 10, 11, and 12; and 46 were five year or six year high schools consisting of grades 8 to 12 or 7 to 12 inclusive. Further, these schools were fairly well distributed over the North Central territory, although the Western, Southwestern, and Northwestern portions of that territory furnished a much larger proportionate share of the replies than did the Eastern portion.

Considered in respect to size 24 schools, or 14.3 percent of all, had fewer than 150 pupils enrolled; 45, or 26.8 percent, had from 150 to 500 pupils; 43, or 25.6 percent, had from 500 to 1,000 pupils; 48, or 28.6 percent, had over 1,001 pupils; while 8 schools, or 4.6 percent, failed to make replies.

Respecting the name used to record term work, 70, or 41.7 percent of all, appear to prefer the word *unit*; 85, or 50.6 percent, prefer the word *credit*; while 13 choose, among them, to use *point*, or *hour* or *year*.

Of the 151 schools which include the twelfth grade in their organization 129, or 85.4 percent, require 16 units for graduation; 12, or 7.9 percent, require 15 units; 6, or 4.0 percent, require 17 units; and 4, or 2.7 percent, require but 12 units. These last are of course Senior High Schools with grades 10, 11 and 12 only included in their organization.

Of the Junior High Schools, three require 17 units for completing this course; 9 require 16 units; 4 require 15 units, and one requires but 12 units.

English in the Junior High Schools

Concerning the provisions for English, nine of the 17 junior high schools prescribe three years' work, two prescribe two years' work, and six failed to answer the question or were ambiguous in their replies. In all of the seventeen schools the school term is a semester of eighteen weeks, and therefore a unit represents 36 weeks of work. Moreover in all 17 schools English classes meet five times per week. All class recitation periods are, as a rule, either 40-45 minutes in length or else 50 to 60 minutes in length. There are, however, 6 of the 17 schools in which class periods are less than 40 minutes in length. Further, 14 of the 17 Junior High Schools claim to have definite supervised study in all the work in English, and 13 of the 17 also claim to be segregating pupils homogeneously for all this work. Where homogeneous grouping exists, provision for adapting the work to group needs is made by modifying the *amount* of work required in the case of 9 schools, in the *kinds* of work required in the case of 3 schools, in respect to *emphasis on* selected topics in the case of six schools, and in respect to *some other standard*, not specified, in the case of two schools. Six schools ignored the question.

The typical Junior High School, therefore, appears to be requiring three years of work in English, covering 36 weeks each year, with five class meetings of something over 40 minutes each week. Further, this typical school segregates its pupils into sections based on differences of mental ability and seeks to adapt the English work to the special needs of the several groups, both by means of supervised study periods and by other pedagogical devices.

English in Secondary Schools Other Than Junior High Schools

In the regular four year high schools, in the three year Senior High Schools, and in the five year or six year composite schools the arrangements for work in English are as follows: Seven absolutely prescribe but two years work; 62 prescribe three years' work, and 36 prescribe four years' work. Further, of the 46 unified five year or six year high schools, 20 prescribe four years' work, 23 prescribe five years' work, and three prescribe six years' work. Again, 100 of the 151 schools organized differently from Junior High Schools have an eighteen weeks' term, 42 have a twenty weeks' term, and three have a nineteen weeks' term. In all but five of these schools the classes in English meet five times per week and in 122 of these the class period is forty minutes or longer. In 29 schools acknowledgment is made that class periods are less than 40 minutes—a condition, if true, that is in direct violation of North Central Association Standards.

In fifty of the 151 schools here considered, supervised study is provided, while in 61 of them homogeneous grouping of pupils prevails. Among the various homogeneous groups, provision for adapting the work to individual needs is made in much the same way as in the Junior High Schools.

Summarizing again, the typical secondary school, other than the junior high school, prescribes three or more units in English, offers this work for 36 to 40 weeks in the year (with class meeting on each of the five days of the week), and with class periods ranging from 40 minutes to 60 minutes each.

The Work of Each Grade

Division B section 5 of Table I gives data respecting the distribution of emphasis or time devoted to English within the several grades. Each aspect may be considered by itself.

First, Literature

Thirty-six schools out of 63 containing the seventh grade, failed to indicate their procedures. Of the others, two give only from 5 to 20 percent of the time to the work, 16 devote one-third of the time to it, while 9 devote two-thirds of the emphasis to it. Conditions in the eighth grade are similar. In the ninth grade, however, a somewhat greater attention to literature is found, something over one-third of the schools (56 out of 159) giving at least 50 percent of the time to literature, while nearly one-fourth of the schools (38 out of 159) devote one-third of the time to this aspect of English.

In grades ten, eleven and twelve the pendulum swings further and further towards more emphasis on literature. In grade ten, more than one-third of the schools stress literature for from 66 and two-thirds percent to 75 percent of the time; in grade twelve, 57 percent of the schools do so. Conversely, in these same three grades fewer than one-sixth of the schools give so little attention to the subject as 5 percent of the time.

Second, Language

As would be guessed, probably, language work in its emphasis is nearly the complement of literature. That is, in those grades in which literature is stressed less, language, as a rule, is stressed more, and vice versa. Thus, in the seventh and eighth grades language study, as a rule, occupies from 5 percent to 33 and one-third percent of the time;

in the ninth grade 65 schools out of 159, or 40.9 percent, give more than 50 percent of the time to it, and 39 other schools, or 24.5 percent, devote from one-fourth to one-third of the time to it. In grade ten the mode is approximately 33 and one-third percent of the time, with almost an equal number of schools giving more time than this and an equal number giving less time than this or else not answering the query. Nearly this same condition holds in the eleventh grade, but in the twelfth grade the mode is somewhere between 5 percent and 20 percent of the time, while the median lies between 25 percent and 33 $\frac{1}{3}$ percent.

Oral Composition

In the seventh and eighth grade oral composition occupies a time allotment of some sort in about one-third, or possibly one-half, of the schools. In the ninth grade it is a decidedly conspicuous subject, 123 of the 159 schools offering it for from 5 percent to 25 percent of the time. In the tenth, eleventh and twelfth grades fully half the schools claim to devote nearly a quarter of the time to the subject.

Argumentation

Argumentation, in the minds of many administrators, is doubtless not greatly different from oral composition. However, it probably should connote a more formal type of oral discussion. As such, it often receives some slight attention in every grade; but increases in prominence as one progresses through the school. On the other hand, fully two-thirds of the schools analyzed in this study do not appear to recognize the subject at all.

Library Instruction

Lastly, library instruction appears from our data to have little place in the

typical secondary schools. Eleven schools only, out of 63, give it a place in the seventh and eighth grades; 11 out of 159 give it a place in the ninth grade; 27 out of 151 give it a place in the tenth grade; while 39 and 37 schools out of 151 schools give it a place respectively in grades eleven and twelve.

It is obvious, therefore, that literature and language constitute the largest portion of the work in English in all grades of the secondary schools. Oral expression also receives considerable attention. The other aspects of the work are meager.

Integrating Language and Literature

Table I, section 6, shows also the modes of integrating literature and language work. In about one-fifth or one-fourth of the schools both these aspects are given attention during each class period; in about one-fourth or one-third of the schools the two phases are treated on separate fixed days in the week; in about one-half the schools the choice of time appears to be left to the judgment of the teachers.

Practices Respecting Supplementary Material

Table I, sections 7, 8 and 9 show the practices found respecting the study of books, newspapers and magazines. In the seventh and eighth grades few schools prescribe more than five books to be read in class per year, nor more than five to be read outside of class; in the ninth and tenth grades the assignments appears to increase slightly in both respects; while in the eleventh and twelfth grades just about half the schools claim to require from 5 to 10 books of each pupil in respect to each of the two types of reading—in class and out-of-class.

Similarly, about half of the schools devote considerable time to the study of magazines and newspapers in grades seven and eight, but many more than half the schools do so in grades above the eighth.

Text-Books

As regards text-books little that is definite can be said. For seventh and eighth grade work more than 20 titles of books used were mentioned; in the next two grades the different books numbered 28 or more; and in the last two years they numbered 31 or more. The most frequently mentioned texts were the following (Table II) (the numbers following the names indicating the total times the text was noted):

Table II. Text-Books in Use

SEVENTH GRADE

Elson and Keck—Junior High School Literature	15
Potter, Jeschke and Gillett—Oral and Written English	11
Elson and Hartwell—Reader	6
Ward and Moffett—Junior Highway to English	5
Pearson and Kirchway—Essentials of English	5
Hatfield and McGregor—English in Service	2
Lyman-Hill—Literature and Living	2
Hitchcock—Junior English	2
Everyday Classics	2
Sandwick, Book 1	2
Bolenius—Everyday English	2
Eight other texts mentioned, one each.	

EIGHTH GRADE

Elson and Keck—Junior High Literature	19
Potter, Jeschke and Gillett—Oral and Written English	17
Pearson and Kirchway—Essentials of English	7
Elson's—Reader	6
Ward and Moffet—Junior Highway to English	5
Hatfield and McGregor—English in Service	2
Buhlig—Junior High English Book, 2	2
Aldine—Language Book, 3	2

Hitchcock—Junior English Book, 2	2
Everyday Classics	2
Sandwick—Junior High School English	2
Bolenius—Advanced Lessons in Everyday English	2
Ten other texts mentioned, one each.	

NINTH GRADE

Hitchcock—Century Composition	27
Miller and Kinkead—Literature and Life	17
Lewis and Hosc—Practical English	11
Claxton and McGinniss—Effective English	7
“Classics”	7
Elson and Keck—Book 3	6
Canby and Opdycke	4
Miller and Palmer	3
Ward—Sentence and Theme	3
Brooks—Book 1	3
Tanner—Composition and Rhetoric	3
Bolenius—Everyday English	3
Seven other texts mentioned twice each, and sixteen others mentioned once each.	

TENTH GRADE

Ward—Theme Building	37
Hitchcock—Composition and Rhetoric	30
Greenlaw and Miles—Literature and Life	12
Lewis and Hosc—Practical English	10
Claxton and McGinnis—Effective English	8
Tanner—Composition and Rhetoric	8
Clippenger—Written and Spoken English	7
Canby and Opdyke	5
Briggs and McKinney—Essentials	4
Miller—Practical Composition	4
Century Handbook	4
Pace—American Literature	3
Brooks—Book 1	3
One other text mentioned twice, and thirteen others mentioned once each.	

ELEVENTH GRADE

Long—English and American Literature	25
Metcalfe—English Literature	17
Halleck—English Literature	15
Greenlaw and Miles—Literature and Life, Book 3	12
Pace—American Literature	11
Newcomber and Andrews—Three Centuries	9
Hitchcock—New Practice	9
Tanner—Composition and Rhetoric	8
Wooley's—Handbook	5
Miller—Century Handbook	5
Ward—Theme Building	4
Brooks—Book 3	4
Clippenger	3

Bates—English Literature	3
Miller—Practical English Composition.....	3
Six other texts mentioned twice each, and six mentioned once each.	

TWELFTH GRADE

Long—English Literature	29
Halleck—English Literature	17
Metcalf—English Literature	16
Greenlaw and Miles—Literature and Life....	15
Pace—American Literature	11
Miller—Century Handbook	10
Newcomber—Three Centuries	9
Rich—Types of literature	8
Bates—English Literature	4
Miller—Practical English Composition	4
Hitchcock—New Practice	4
Three other texts mentioned twice each and seven other mentioned once each.	

In a final division of the questionnaire opportunity was given to list 1—the outstanding weaknesses of pupils in English when entering the several types of schools; 2—the outstanding English abilities at these same levels; and 3—general recommendations for improving the work in English. The following table (Table III) gives the judgments on these three questions, figures following the several statements indicating the number of times each idea was mentioned.

Table III. Critical Suggestions Made by the Secondary Schools

I. Outstanding weakness of pupils when they enter	
A. Junior High Schools or Seventh Grade	
Spelling, punctuation and sentence structure	35
Ability to express thought in writing.....	7
Oral reading	4
Interpretation of literature	6
Sentence sense	2
Lack of knowledge of how to study.....	5
Lack of initiative	1
Conversational ability	5
B. Ninth Grade or Four Year High School	
Mechanics of English—grammar, parts of speech, sentence structure, sentence sense, penmanship, spelling, punctuation	97
Ability to express thoughts in writing....	9

Ability to interpret literature.....	3
Ability to read	7
Backgrounds	7
Study Habits	3
Limited vocabulary	2
C. Tenth Grade or Senior High School	
Mechanics	10
Study Habits	3
II. Outstanding elements of strength when they enter	
A. Junior High School or Seventh Grade	
Oral Composition	13
Power of interpreting English.....	7
Grammatical construction	6
Interest in books	5
Eagerness to try	3
B. Ninth Grade or Four Year High School	
Initiative and imagination	10
Appreciation of literature	7
Reading backgrounds	7
Dramatic ability	3
Ability in oral expression	6
Mastery of Essentials	4
Desire to learn	2
Originality in writing	1
C. Tenth Grade or Senior High School	
Alertness	1
Oral Expression	1
Command of mechanics	1
III. Modifications recommended	
A. Regarding Amount of Work Offered	
More thoroughness and fewer aspects treated	22
More Composition work	8
More drill on reading	3
Four years of English above 8th grade....	7
B. Regarding Kind of Work Offered	
More varieties of work	3
More stress on essentials	18
More grammar	16
More oral work	3
More literature	4
Less literature	9
C. Regarding required work	
Less quantity, more quality	13
Essentials for all; more for the brighter pupils	8
Modern literature	3
More thoroughness	5
More practical written work	10
Less memorizing	1

Four years above 8th grade.....	1
D. Regarding organization	
Uniform outline for all teachers	1
Some changes, not specified	10
Eliminate non-essentials	4
E. Regarding methods	
More supervised study	9
More time for consultation	1
More attention to individual differences..	6
Smaller classes	3
Closer supervision	5
Better library facilities	2
Better texts	2
F. Regarding other aspects	
Grouping in accordance with I Q.....	2
Better Texts	2
Better physical equipment	3
Smaller classes	3
More co-operation of all departments.....	8
English clubs	1
More drill work	2

Even superficial analyses of Table III shows that school people are generally of the opinion that a lack of knowledge and skill in respect to the mechanics of English language is the chief weakness of school pupils. On the other hand, whenever abilities are recognized among these pupils they are, for the most part, listed

as: 1—command of oral expression; 2—initiative and imagination in English work; 3—extensive reading backgrounds; and 4—good appreciation of literature.

In other words, the receptive powers and the emotional responses of pupils have been trained to the neglect of the technical and formal sides of expression.

Further, when suggestions for reforms in the work are made, the outstanding request is for less breadth of attack and more thoroughness in the attack that is made. "Fundamentals," "grammar," "composition," "essentials"—these are words that appear and re-appear in all reports. Closely connected with these demands are those asking for closer supervision of teaching, the employment of a scheme of supervised study for pupils, and more co-operation given the English teachers by all other departments of the school.

The second part of these reports deals with the situation which exists in colleges and universities.

Table IV. Data Respecting Work in English in the First Two Years of College

I. STATISTICAL DATA

A. Formal items

1. Number of colleges to whom letters were sent	150
2. Number of colleges from whom replies were received.....	45
3. Geographical distributing of colleges sending replies	
a. East N. C. A. States.....	2
b. West N. C. A. States.....	20
c. Northwest N. C. A. States.....	9
d. Southwest N. C. A. States.....	14
4. Weeks in college year	
a. Thirty-two to thirty-four.....	3
b. Thirty-five to thirty-six.....	38
c. Forty-five to forty-nine (term basis).....	4
5. Weeks in term	
a. Twelve or thirteen	10
b. Sixteen to eighteen	34
c. Twenty	1

B. English for Freshmen

1. Required	
a. Yes	45
b. No	0
2. No. weeks required	
a. Eleven to 18 (one term).....	4
b. Twenty-four to 27 (two terms).....	2
c. Thirty-two to 34 (full year).....	3
d. Thirty-six to 40 (full year).....	36
3. Length of class periods	
a. One hour (50 to 60 min.).....	45
4. Character of work	
a. Primarily rhetoric and composition	32
b. Primarily literature	10
c. Primarily public speaking	3
P. S. Eighteen of the 45 after replying as indicated, say the work consists of a fair mixture of rhetoric, literature and oral expression.	
5. No. high school units required	
a. Three	45
6. Most common weakness found among entering pupils	
a. Ungrammatical forms	41
b. Incorrect spelling	38
c. Slovenly diction	28
d. Unfamiliarity with standard literature.....	27
e. Ineffective rhetoric	26
f. Illegible handwriting	8
g. Lack of interest in English work.....	8
h. Stilted or unnatural expression	6
i. Faulty punctuation and sentence structure.....	4
j. Lack of expressional restraint.....	1
k. Little sound critical foundation.....	1
7. Most common excellences found among entering pupils	
a. None	15
b. Interest in the work and willingness to learn.....	14
c. Good oral expression	5
d. Well prepared to think, read, and write.....	2
e. Good training in grammar and rhetoric	2
f. Familiarity with standard literature	2
g. Good spellers	2
h. Knowledge of the classics	2
i. Good organizing ability	2
j. Good sentence structure	2
k. Neat and careful form	1
l. Good ethics	1
m. Good critical foundation	1
n. Not prejudiced against English	1
o. Good handwriting	1
8. Text books used	
a. Handbook	23
b. Composition and Rhetoric	17
c. Book of selections	10
d. Essays	6

e. Specimen books	3
f. Short stories	2
g. Drama	2
h. Poetry	1
9. Are students homogeneously classified	
a. In respect to their general ability	
Yes	7
No	23
No answer	15
b. In respect to their ability in English	
Yes	26
No	19
C. Sophomore work	
1. Is any course in English prescribed	
a. Yes	12
b. No	24
c. Equivocal (In English major or minor; Optional; Not necessarily in Sophomore year)	9
2. Character of the work that is prescribed	
a. Essentially literature	18
b. Essentially rhetoric	7
c. Essentially public speaking	3
3. Credits the course carries	
a. From 4 to 7 hours	15
b. From 2 to 3 hours	9
c. Conditional	2
III. CRITICAL SUGGESTIONS	
A. Respecting the work to be done in High Schools	
1. More grammar and theme writing	13
2. Emphasis on fundamentals—accuracy first, and attention to correction of gross mechanical errors	13
3. No criticism	7
4. Training in ability to write—minimum requirements in composition.....	6
5. Four years of English.....	2
6. American and English literature for two or three years.....	2
7. Rhetoric in the fourth year	2
8. Better trained teachers	1
9. A good review of the essentials of composition	1
10. A greater knowledge of books.....	1
11. Intensive study of a few subjects (topics?).....	1
12. More time for individual teaching	1
13. Uniform course in literature	1
14. More written work	1
B. Respecting Freshman work in college	
1. No reforms to suggest	16
2. More reading	3
3. More writing	2
4. Writing of the kind found in common usage out of college.....	2
5. The work divided into units, each separate from others, and promotions only as students master each unit in order	2
6. Smaller classes	2

7. A year devoted to high school review	2
8. More study of classics	2
9. A general entrance examination in English.....	1
10. Separation of literature and composition	1
11. Tests in oral and written English in the Junior year and required for graduation.....	1
C. Respecting Sophomore work in College	
1. No reforms to suggest	26
2. A course in literature required of all students	8
3. More live narrative	1
4. Shakespeare's plays required	1
5. Course in masterpieces	1
6. More written work	1
7. Require one semester in composition.....	1

Table IV gives the data secured from colleges and universities. Forty-five, out of 150, made returns of the questionnaires. Of these by far the largest numbers are located in the trans-Mississippi region. The colleges in Ohio, Indiana, Illinois, Michigan and Wisconsin did not reply freely.

Of the 45 colleges which returned questionnaires, 38 have a school year of 35 or 36 weeks, and 34 have the school year divided into semesters of 16 or 18 weeks each. Ten colleges, however, are organized on a term basis, 12 or 13 weeks constituting a term.

Each of the 45 colleges prescribes English in the Freshman year. Thirty-nine prescribe it for a full year, two prescribe it for two terms totaling 24 to 27 weeks, and four prescribe it for one term or one semester. In each of the 45 colleges, also, class periods are one hour in length.

As to the character of the work offered, 32 declare that it is primarily rhetoric, composition and language; 10 declare that it is primarily literature; while three state that it consists chiefly of work in public speaking. Though these categorical answers were made as indicated, replies to other questions make it seem certain that in the larger numbers of colleges the prescribed Freshman

English course consists of a fair mixture of rhetoric, literature, public speaking and language.

All 45 of the colleges require three units of high school English for admission. Nevertheless, the alleged common weaknesses in English which Freshmen exhibit are almost as inclusive as language can describe. "Ungrammatical usages" are mentioned as faults by 41 of the 45 colleges. "Incorrect spelling" is named by 38 colleges; "slovenly diction" by 28 colleges; "unfamiliarity with literature" by 27 colleges; "ineffective rhetoric" by 26 colleges, "illegible handwriting" and "lack of interest in English" each by eight colleges; "stilted and unnatural expression" by six colleges; "faulty punctuation and sentence structure" by four colleges; and "lack of expressional restraint" and "lack of critical judgment" each by one college.

On the other hand, when asked to indicate the outstanding excellences in English possessed by incoming Freshmen, 15 colleges reply "They have none." However, 14 other colleges do give them credit for having "an interest in the work" and a "willingness to learn;" five mention "good oral expression;" two each, say "well prepared to think, read, and write;" "good training in grammar and rhetoric;" "familiarity with standard

literature;" "good spellers;" "knowledge of classics;" "good organizing ability;" and "good sentence structure;" while each of the following virtues gets one college vote only: "neat and careful form;" "good ethics;" "good critical foundation;" "interest in dramatics;" "good handwriting" and "not prejudice against English."

These two supplementary or complementary views of the English abilities of high school pupils as judged by college critics do not make pleasant pictures. At least, they ought not to give the high school people a sense of conceit. They may, however, arouse their ire and challenge their combativeness.

In 23 of the 45 colleges studied, a so-called "Handbook" is used as one of the agencies of guidance in the English work; in 17 instances a text-book in composition and rhetoric is mentioned; in 10 cases a so-called "Book of Selections" is provided; in six colleges treatises on "Short Stories," "the Drama" or "poetry" constitute the basic material for class study.

In seven of the 45 colleges students in English classes are alleged to be grouped homogeneously in respect to their general ability, while in 26 colleges the claim is made that students are segregated for work in English solely in respect to their ability in English. These figures represent, however, in both cases, but a relatively small number of the total. Apparently, segregation in English courses is not a very carefully worked out practice.

In the Sophomore year, 12 of the 45 colleges claim to have a prescribed course in English, while nine colleges seem to indicate that there are prescriptions in English that must be met by students beyond the Freshman year, but that these requirements do not necessarily have to

be met in the second year in college.

Of the various courses in English required by Sophomores, 18 consist of literature, seven of rhetoric, and three of public speaking. Further, these various prescribed courses carry college credit amounting to from two to seven hours—15 colleges giving from four to seven hours' credit, nine colleges giving from two to three hours' credit, and two colleges being somewhat ambiguous in their statements.

When the college authorities were given opportunity to offer constructive suggestions for improving the work in English, they utilized the right eagerly. Their replies may be grouped under three headings: 1—suggestions respecting work in the high schools; 2—suggestions respecting work in the Freshman year in college, and 3—suggestions respecting the work in the Sophomore year in college. Under the first group of suggestions are found repeated demands for more attention to grammar; more theme writing; and in general more emphasis on the so-called mechanics of writing and speaking. The ways by which to accomplish these ends are thought by some to be by requiring four years' work in English in the high schools, by using the last year as a period for good reviews of the mechanics of English expression; and by giving attention, generally, to fewer topics in English and securing fair mastery of these topics. However, some individuals seem to believe that what is needed most by students is a greater knowledge of books and a larger acquaintance with good literature. Seven individuals who filled out the questionnaire were, nevertheless, bold enough to say that they had no criticisms of the high school work and had no constructive suggestions to offer.

In respect to Freshman work in college 16 say they have no suggestions to offer; three request more reading; two, more writing; two, smaller classes; two, more attention to the classics; two, a modified Dalton Plan; one, an entrance examination in English; one, a separation of the study of literature and of rhetoric; and one, a test in English required of all before they are permitted to be graduated.

Respecting changes in the Sophomore work, 26 say no reforms are needed; eight say a course in literature should be required of all; and five others offer miscellaneous suggestions of one kind or another.

Division II of the questionnaires asked for copies of such available printed materials as the school might possess, together with such comments on the material as the teachers desired to make. All totaled, 187 sets of materials were received. Of these, 61 sets were in the form of printed booklets or circulars; 113 were in the form of mimeographed or typewritten sheets or circulars; and three were in the form of letters. Further, 13 of the 187 sets of materials were received from Junior High Schools, 144 were from other types of Secondary Schools, and 30 were from colleges. Table V gives the data gathered here.

Table V. Printed Materials

	Number of Schools			
	J. H. S.	H. S.	College	Total
1. Form in which found				
a. Printed booklet or circular	2	41	18	61
b. Mimeographed or typewritten sheets	11	100	12	133
c. Letter form	0	3	0	3
Totals	13	144	30	187

2. By whom prepared				
a. Teachers of English.....	6	25	4	35
b. Administrative staff	2	10	9	21
c. Non-local authority	0	2	1	3
d. Not specified	5	107	16	128
3. For whom prepared				
a. Primarily for the teachers	13	85	10	108
b. Primarily for the pupils	0	27	18	45
c. Primarily for both.....	0	32	2	34
4. Name of bulletin				
a. English bulletin	13	1	1	15
b. Course of study.....	0	70	7	77
c. Reading lists	0	12	2	14
d. Syllabus	0	1	5	6
e. Catalogue (with some pages devoted to English)	0	3	8	11
f. Miscellaneous titles	0	57	7	64
5. Mode of presentation				
a. In outline form.....	13	69	19	101
b. In connected description	0	32	7	39
c. Merely a list of books.....	0	13	0	13
d. Unclassifiable	0	30	4	34
6. Number of pages employed				
a. When in outline form				
1. Under 5	7	30	9	46
2. From 5 to 10.....	3	19	3	25
3. From 11 to 15.....	2	10	0	12
4. Over 15	1	11	7	19
b. When in connected form				
1. Under 5	0	13	5	18
2. From 5 to 10.....	0	9	0	9
3. From 11 to 15	0	6	0	6
4. Over 15	0	4	2	6
c. Deviation from above.....	0	42	4	46
7. Topics treated				
a. General (respecting all English)				
1. Aims of English.....	13	21	6	40
2. Lists of topics to be studied	0	4	0	4
3. Suggestions as to methods	0	7	0	7
4. Lists of books	0	3	0	3
5. Miscellaneous	0	4	7	11
b. Specific (for separate courses)				
1. Aims	13	77	20	110
2. Lists of topics for study	12	43	15	70

	Number of Schools			
	J. H. S.	H. S.	College	Total
3. Suggestions as to methods	6	25	4	35
4. Literature to be read				
a. In class	7	51	8	66
b. Out of class	7	60	8	75
5. Text books	12	69	11	92
6. Advice respecting				
a. Grammar work	10	50	15	75
b. Theme work	4	27	7	38
c. Oral work	4	25	0	29
d. Notebook work	0	12	0	12
e. Spelling work	5	24	3	32
f. Debating	1	20	0	21
g. Dictionary usage..	0	9	3	12
c. Special features				
1. Directions on home reading	4	30	5	39
2. Directions on memory work	6	33	0	39
3. Lists of books for home reading	8	68	8	84
4. Selections for memory work	1	7	0	8
5. Library references.....	7	0	0	7
6. How to use the library	0	10	5	15
7. Lists of study reference books.....	2	13	3	18
8. Lists of magazines.....	1	6	2	9
9. Plan for reading reports	0	9	0	9
10. Correcting systems in use	2	10	3	15
11. Miscellaneous	1	30	0	31

An examination of this printed or mimeographed material shows that 35 of the sets were prepared by the teachers of English, 21 were prepared by the administrative staff—principal, superintendent, or Board of Education—three were prepared by individuals not directly connected with the local school, and 128 were prepared by authorities not specified.

Again, 108 of the 187 sets appear to

have been formulated primarily for the guidance of the teachers in their work; 45 appear to be designed primarily for the guidance of pupils; while 34 might be interpreted to be designed to serve the needs of both groups equally well.

As regards the name given to the printed form, 15 schools style it the *English Bulletin*; 77 give it the name of *Course of Study*; 14 give it the heading *Reading Lists*; six call it a *Syllabus*; 11 publish merely a *Catalogue* in which are some pages devoted to *English*; and 64 call the outline by various names.

In their mode of presentation, 101 schools use merely an outline form; 39 write out the thoughts in connected descriptive manner; 13 merely list books, either text books or reading books; and 34 vary so completely from any type that they may perhaps be spoken of as unclassifiable.

The size of the various sets of materials varies notably. Sixty-four schools utilize less than five pages each for their complete outlines or descriptions; 34 range from five to 10 pages; 18 have from 11 to 15 pages; and 25 consume more than 15 pages. Forty-six others deviate from all these groupings—some having a few sentences in one or two paragraphs, some having a few brief references to English scattered over various pages; and a few merely giving formal notice that English is taught.

In the general composition of the copy, the materials fall into two main divisions—one that discusses English in general and without references to particular courses or grades; the other enters into considerable detailed discussion of particular courses or aspects of the work. The latter treatment is much the more common and complete.

Under the general discussion, the topic

of *aims* in English is the one most commonly found. Besides this, a few schools give *lists of topics to be studied*, a few *suggestions on method*, a *list of books*, and *certain miscellaneous matters*.

It is, however, when the specific treatments are considered that one really finds suggestive material. Thus, under this caption, 110 schools (out of the 187 considered) discuss more or less completely, the question of *aims* in English teaching; 70 give lists of topics to be treated in the various courses; 35 have something to say about methods; 66 name the lists of books that are to be read in class, and 75 give the lists that are to be used as guides for reading outside of class; 92 list the text-books employed; and something over 200 mentions are made of very particularized pedagogical matters. Under the last heading, for example, were found 75 suggestions relating to teaching grammar, 38 relating to theme work, 29 to oral English, 12 to notebook use, 32 to spelling, 21 to debating, and 12 to the use of the dictionary.

Finally, certain special features constitute a goodly portion of the outlines of many schools. Thus, 39 schools give

brief directions pertaining to home reading; 39 suggest procedure in memory work, 84 give list of books suitable for home reading; eight publish choice selections to be used in memory work; seven give lists of references to the local library; 15 give advice on how to use the library; 18 give lists of collateral books for use in class work; nine give lists of magazines to be found in the schools; nine suggest plans for making corrections in English work; and three offer miscellaneous advice of one sort or other.

It is obvious from this portion of the study that most schools publish some material relating to English. However, for the most part, this is exceedingly brief in form, and often merely an outline of the courses of study, a list of text-books used, a list of books to be read by pupils, and a few formal statements regarding organization. Where real pedagogical advice is presented it centers for the most part in a more or less brief discussion of aims, with occasional directions to teachers respecting methods and with brief suggestions to pupils on the art of study.

A Program Committee

The Executive Committee has created a Program Committee for the ensuing year, to consist of the Chairmen of the three Commissions, the President and the Secretary of the Association.

Common Misunderstandings of the Secondary School Policies of the North Central Association

J. B. EDMONSON, SECRETARY

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

From my correspondence with teachers and principals I am convinced that certain of the policies and standards defined by the North Central Association for secondary schools are misunderstood by many school executives. These misunderstandings of policies and standards have frequently placed the Association in an unfavorable position. In order to correct some misunderstandings of policies I published in the October, 1925, issue of the *School Review* an article entitled "Some Policies of the North Central Association of Colleges and Secondary Schools." A number of the state chairmen asked that copies of this article be sent to all of the schools on the approved list of the Association. This request was not granted because of the expense involved. In this article, however, I am covering a number of the same points developed in the article published in the *School Review*. It is hoped that this publicity may lead to a better understanding of certain policies and practices of the Association.

It is apparent that some individuals think of the North Central Association as dominated by a group of college professors who are out of touch with the practical situations that confront secondary school teachers and principals. This would be a serious criticism if based on facts.

In considering this criticism, it is pertinent to recall that the important changes that have been made in the standards in recent years have come as a result of referendums in which hundreds of high-school principals have participated. The criticism is further seen to be unfounded when one considers the personnel of the Commission on Secondary Schools and notes the number of high-school principals holding membership. The truth of the matter is that the high-school principals are very actively engaged in the work of the Association.

One of the standards that is most frequently misunderstood relates to the maximum size of class sections. The Association is frequently criticised because of the common belief that a high school will forfeit its membership in the Association if more than thirty pupils are assigned to any section of classroom work. This is far from the truth, as the Association does not limit classes to thirty pupils. The Association *recommends* that the enrollment of class sections be approximately twenty-five, and the consensus of opinion of teachers, as revealed in Davis' study,* indicates that twenty-five is a desirable maximum. It is also true that the Association urges

*Proceedings of the Twenty-eighth Annual Meeting of the North Central Association of Colleges and Secondary Schools, Part I, pp. 39-41, 1923.

that 150 pupil-hours of instruction a day be the maximum assignment to any teacher. However, the Association recognizes in its practice that unusual teachers may handle recitation sections of more than thirty pupils without danger of loss in the efficiency of the instruction. It further concedes that it is frequently necessary to have in a high school a limited number of classes of thirty, forty, or even forty-five pupils. It is expected that these classes will be assigned to the more successful teachers, and care taken to prevent the overcrowding of classrooms. It has been the writer's observation that the large classes in many high schools are too frequently assigned to the inexperienced teachers of ninth-grade subjects, which practice is certainly not an example of the good management expected in schools seeking recognition by the North Central Association.

A second standard that seems to be difficult for some to understand relates to the procedure in the determination of the pupil-teacher ratio. Apparently, there are many who think that only the teachers of the academic subjects are to be counted in determining this ratio. An examination of the standard with regard to the teaching load reveals the fact that all teachers, vocational or academic, as well as administrative and supervisory officers, may be counted as teachers in determining the pupil-teacher ratio. The section of the standard relating to this question reads: "For interpreting this standard, the principal, vice-principals, study-hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school. In addition, such clerks as aid in the administration of the high school may be counted

on the basis of two full-time clerks for one full-time teacher."

Another policy of the Association that is frequently misinterpreted relates to the preparation of teachers of vocational and special subjects, such as music, art, physical training, domestic-science, and the commercial branches. It appears to be the opinion of some that the Association demands that these teachers have the same amount of training that is required of teachers of academic subjects. As a matter of fact, the Association has never set up specific requirements for teachers of vocational subjects. It has limited its rulings governing teacher preparation to instructors in the academic fields.

Another erroneous opinion relative to the policies of the Association is that the chairman of a state committee has the right to rule that a teacher who is not a college graduate or who lacks the required number of hours in education may be employed to teach academic subjects in a high school approved by the North Central Association, provided he is able to show a "deserving" case. As a matter of fact, the Association requires each school to make a special report on any teacher of academic subjects whose preparation is less than that demanded by the standards. While that Association is interested in the recommendation of the state chairman, it does not obligate itself to accept his recommendation. The records of the Association show that very few exceptions have been made to the requirement of college graduation or professional training, especially during the past few years. The writer does not know of any exceptions made at the last meeting of the Association. In view of the present supply of qualified teachers, it would seem reasonable to expect that the Association would be very slow to

grant exceptions in the near future.

There also appears to be a question in the minds of some as to the tangible rewards of recognition by the Association. It is, of course, common knowledge that the schools approved by the North Central Association constitute an honor group of schools, but such recognition does not appear to be sufficient reward for some. This past year copies of the proceedings were sent to a large number of institutions outside the states included in the Association. These institutions were asked to report any use made of the lists of schools as given in these proceedings. The following are a few excerpts from the replies received from registrars:

"I am pleased to state that we use the approved list of secondary schools of the North Central Association as a basis for the acceptance, without examination, of students presenting themselves outside of New England and the Atlantic states."

"The list of higher institutions of the Association is consulted with regard to credits offered for advanced standing, the presence of the college in this list having much to do with determining our attitude toward such credits."

"We refer to them in this office very frequently in connection with admissions and transfers. Accordingly, we are requesting that this office be placed on your permanent mailing list."

"In reply to your request for information as to the use we make of the approved list of secondary schools, I would say that we use it whenever the question of accepting the certificate of a school in your territory arises."

It seems to be generally conceded by college authorities that the North Central Association is the leading standardizing agency for high schools and colleges in the North Central states, if, indeed, it does not rank first in prestige in the entire United States.

The writer is confident that the prestige of the North Central Association is injured by a misrepresentation of the policies and standards of the Association and believes that its friends should make a more determined effort to have the policies and achievements of the Association understood by school-board members, teachers, and others interested in secondary education.

Certificates of Approval

The Secretary was instructed by the Executive Committee to have 2,000 copies of a certificate of accrediting prepared and issue the same to the schools recognized as secondary schools by this Association.

The Educational Underworld*

BY DAVID ALLAN ROBERTSON, ASSISTANT DIRECTOR,
THE AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D. C.

An invitation to address the North Central Association at its annual dinner I accepted with unabashed eagerness because at once I thought of several activities of the American Council on Education which ought to be reported directly to this association as a member of the Council; the increasing usefulness of the personnel files; the progress of the Modern Foreign Language Study under Professor Fife; the work of Professor Thurstone's Committee in studying psychological tests; the studies by Dean Hawkes' Committee on Personnel Administration; progress in writing job specifications in industry, engineering and medicine for the use of colleges and schools; the study of the curriculum, especially the relations of industry and education; the technique of co-operation in fact finding; the present status of the several bills to develop a Federal educational agency; national co-operation in education.

And in my own field of international educational relations I saw at once an opportunity to tell you about the increased effectiveness of our co-operation with the Institute of International Education; the development of the first summer course of the American kind to be offered in a British university, that of Dublin, Trinity College, and the very in-

teresting summer courses in Berlin, Paris, Geneva, Coimbra and other European centers; the conspicuous success of American undergraduates now studying under the auspices of the Council in Manchester, Cambridge, London, Munich, Montpelier, Madrid and Paris; the development of the foreign study plan so that more of our colleges may have their own units abroad like the University of Delaware or Vassar or Smith or send their individual students at their own expense to Paris under supervision of Professor Kirkbride of Delaware; the availability in 1926-7 of at least seven \$1,000 scholarships for American students who will return to their American colleges for the fourth year and to take their degrees; the Handbook of American Universities and Colleges, a volume of one thousand pages to be so financed that it can be sold for two dollars and a half in order that this compendium of information about American higher education and especially about each institution on the accredited list of the American Council on Education, including of course all colleges in the North Central Association, may have as wide distribution as possible at home and abroad; the revelations of the study of achievement of Latin-American students in our colleges; the present situation in India, and in China, where students who in anti-foreign demonstrations go on strike, demand academic credit for patriotic service in striking, and claim that recognition

*An address by David Allan Robertson, Assistant Director, The American Council on Education, at the annual banquet of the North Central Association of Colleges and Secondary Schools, March, 1926, Chicago.

on the basis of an American precedent—"credit for war service." Most of all I wish I might tell you about progress in fostering co-operation abroad and at home among the one hundred and twenty-five or more American organizations in the field of international relations; the January number of the Educational Record has a report and a memorandum on the subject; the annual meeting of the Council will include a discussion based on a conference of some of these organizations.

All these things flashed through my mind as enticing topics when President Gage conveyed your invitation. When he said that he intended to say "A Good Word for the Colleges" I thought, too, that I might add my testimony based on knowledge of collegiate and secondary institutions as I have come to know them through these Council activities and through my service with the Association of American Universities; I thought I might say a good word for all of us.

But an article which I printed in January, "Degrees for Dollars," has had so many reverberations in embassies and legations in Washington and in American offices abroad that I decided to sacrifice my chance to add to our feast of good words and to say a bad word for those so called universities, colleges, and schools which without adequate faculty and without adequate methods of instruction confer degrees for non-resident work only and which with much monetary profit to themselves discredit American education in foreign countries.

To a citizen of an European country the word "university" has a very definite meaning. A university is the highest part of an educational system organized by the state itself, as in France, or at least under the watchful supervision of

a Ministry of Education. The European—or Oriental for that matter—has little opportunity to know that there is no Ministry of Education in the United States, that control of education is a responsibility of the several states; he does not always know that a legally chartered "university" may have no endowment or property, no real faculty, no genuine admission requirements, no bona fide courses either residential or non-residential, no adequate educational requirements for degrees; he does not know our hundreds of colleges and universities with their various values; he can hardly be blamed if he does not differentiate the University of Minnesota and the University of Southern Minnesota; the University of Washington, Seattle, Washington, the University of Washington, Washington, D. C., George Washington University, Washington, D. C., Washington University, St. Louis, and Washington College, Maryland; the University of South Dakota, the University of North Dakota, and the National University of Dakota; University of Chicago, Western University of Chicago, Northwestern University of Chicago. Even among our own citizens, as you who are interested in bequests to colleges know only too well, there is no certainty as to the correct names of American institutions. Abroad and at home any American thing called National, Federal, American or United States is accepted as a guaranteed article.

The representatives of "Oriental University" knew this when they asserted that "Oriental University" had the approval of the Department of State and the Department of Justice of the United States. Of course the Department of State had not approved "Oriental University." This impression of approval

was conveyed to the unsophisticated by having on the diploma the certificate, signature, and seal of a regularly qualified notary public; attached to this by the ribbons and seal of the Department of Justice was the authentication of the notarial seal and signature by the Attorney General of the United States; and attached to this latter document by ribbons and seal of the Department of State was the authentication of the signature of the Attorney General by the Secretary of State. In spite of the warning printed on the last named document the credulous accepted the perfectly proper validation of legal notarial signature as approval of the character of the diploma itself!

More recently in a French publication it was asserted that a so called "University," an Illinois corporation, had the approval of the Department of State. After representations to the offending publication the society "affiliated" with this "University" declared its intention to emphasize hereafter approval by the Department of State of Illinois. Such non-residential enterprises have emphasized the fact that they are "legally" chartered by this or that State and "legally" confer degrees. The responsibility of a State for chartering of degree conferring corporations needs to be more fully understood, especially by reputable educators within the State. Of this I shall say more presently.

Even if the Department of State of the United States and the Secretaries of some of the individual States do all in their power to prevent educational frauds the expert academic green goods man knows how to exploit innocent and reputable people, especially the clergy and the socially prominent. "Oriental University" printed among others these

names of the "Endowment Committee": "His Excellency, Gen. Alvaro Obregon, LL. D., President of Mexico; His Excellency, Dr. Hippolite Irigoyen, President of Argentina; His Excellency Dr. Manual Estrade Cabrera, Ex-president of Guatamala; His Excellency, Dr. Washington, L. P. de Sovza, President of the State of St. Paul, Brazil; the Honorable Dr. J. M. Vasconelos, Rector of the National University of Mexico."

The publication of these names, as experience shows, does not prove that these persons actually permitted the use of their names. Indeed, at least one returned the proffered honorary degree diploma. According to the cover of the booklet of one concern the Honorary Pro-Rector is His Majesty King----- A "patron" of another so-called "college" is, according to its publication "His Royal Highness Prince Awaloff of Russia." (Awaloff! Riq., F. P. A. and Keith Preston please copy.)

"In short, if you'll kindle

The spark of a swindle,

Lure simpletons into your clutches

—Yes; into your clutches—

Or hoodwink a debtor,

You cannot do better

Than trot out a Duke or a Duchess

—A Duke or a Duchess."

Distinguished English clergymen have been imposed upon. An English cleric who tried to use American educational and governmental agencies to force an Ecclesiastical Directory to recognize his "American degree" of Doctor of Divinity secured by correspondence, organized a "British Association of American Graduates," the objects of this association being "to promote Anglo-American Amenities; to protect the Academic Status of all American Graduates; to provide a Union for all Members of

American Colleges and Universities holding a Government Charter." These objects, worthy as they seem, appeal to very prominent English clergymen who permitted the use of their names as vice-presidents, until the Director of the American University Union, Dr. Clyde A. Duniway, pointed out that the "American Graduates" who were forming this association, were for the most part holders of degrees from so called "universities."

Of course these patrons did not understand the nature of the thing with which they were associating themselves. And of course many seek in good faith to undertake correspondence study of the kind known to exist in the United States and learn only too late the true character of the course offered to them. These hungry sheep look up and are not fed.

But not all who deal with these American corporations are so lamb-like as to deserve sympathy. Many seem to feel that in getting a "genuine parchment" bearing certain letters, they are getting the worth of their money. This seems to be true of the buyers of medical, dental and pharmacy degrees. Of course such persons have to pass State Board examinations in this country. Abroad, possession of the degree generally entitles also to practice. But the passing of State Board examinations can be managed in some States where caution is less than in others. There is evidence to show how the recipient of an "Oriental University" degree of Doctor of Medicine could get into practice by giving his diploma to a medical practitioner whose knowledge permitted him to pass an ordinary State Board examination and whose morals allowed him, for a fee of one thousand dollars, to take the

diploma, assume the name of the diploma owner, be photographed as such, take and pass the State Board examination and after three months or so, when the photograph had faded—or been faded, return the diploma to its owner who then entered the State to practise. The American Medical Association is greatly to be praised for its alert energy in the investigation and prosecution of such cases. There is some evidence to show that foreign students in the United States desirous of enjoying the allowance made by parents for an American education have frequently bought degrees from diploma dealers and after spending their time and most of their money in more or less pleasant living have offered to non-English speaking parents diplomas which seem to the uninformed to be of greater value than they are. Persons in Mexico, Argentine, India, Czechoslovakia, Germany, Denmark, Switzerland, France, England and the United States have been willing to buy degrees "legally" conferred by so-called "American universities" and to use these degrees on their cards. Of this crowd I think most contemptible, though least dangerous, the vain little men represented by the one hundred and twenty-four holders of the "Oriental University" degree of Doctor of Divinity.

Perhaps you think that members of your own reputable universities and colleges have no relations with these disreputable degrees. And yet I know of one institution, not in this association, in which the dean of one college refused to recognize as a member of his faculty a member of another faculty in the same institution because this teacher had and used a doctor's degree from an institution which this dean thought not competent to confer a doctor's degree. I know

of another institution in which one of the deans uses the title of doctor secured from a correspondence school. These are extraordinary exceptions. Because of the existence of these, however, is it not desirable by publicity to emphasize the legitimate degrees and repress the unworthy degrees? Is it not desirable to print in the college catalogue not only the degree but the source of the degree: Ph. D. (Harvard). So successful has been the standardization of degrees by the North Central Association and other associations that there is apparent a tendency to accept an A. B. as an A. B. or a Ph. D. as a Ph. D. Is it not wiser to emphasize what is nearer the fact that a Ph. D. (Harvard) is a Ph. D. (Harvard) and a Ph. D. (Oriental University) is a Ph. D. (Oriental University). Let the college catalogue state all the facts.

Occasionally the alumni of great universities have been involved in these enterprises. In at least one case an alumnus of a great university has been led to see the unwisdom of conferring degrees for non-residence work only. In at least one other case the president of a correspondence "university" holds degrees from great universities. In still another case a catalogue asserts that the president of the institution was a former student in a great university. In still another instance an alumnus of a famous college was a so-called lecturer in an institution now suppressed. These gentlemen, I am told, attend the dinners and luncheons of their respective colleges and there associate with persons who do not in any sense approve the activities of their non-resident "universities." Again I quote Gilbert:

"When a felon's not engaged in his employment,

Or maturing his felonious little plans,

His capacity for innocent enjoyment
Is just as great as any honest man's."

Perhaps you think that my references to these institutions do not justify uneasiness, since I have named only one. But I can name forty-one questionable educational corporations now legally operating under charters secured from the District of Columbia or certain of the States. My native State, Illinois, as in so many more worthy things, leads, having ten; my present home almost equals the Illinois record, for the district of Columbia has chartered nine. Delaware fosters two; Kansas, two; West Virginia, two. Each of the following sovereign States in carrying out State responsibility for education has chartered one: Maine, New York, Virginia, Texas, Arizona, Washington, Colorado, South Dakota, Minnesota, Iowa, Missouri, Indiana. Four now in operation were chartered before 1900. In 1904 four came into being; in 1912 three spread their wings. Since the war at least eight have been chartered: 1918, 2; 1921, 1; 1923, 2; 1925, 2.

Card catalogue methods now used by detectives in solving relationships in the underworld enable one to see interlocking personnel among some of these institutions: The President of one now operating in Europe was named in the catalogue of "Oriental University." In the same catalogue and in the publication of another the president of two others was mentioned. There is in existence, signed and sealed by "Bishop" Holler a list of medical schools affiliated or co-operating with "Oriental University"—one being marked "private or secret co-operation." The secretary of the "Inter-

national Academic Union" was treasurer of "Oriental University." There is even an association, "The National Association of Universities and Colleges." A "National University Club" has been chartered in one state according to a catalogue which announces also the existence of a Greek letter society of "scholars of the humanities."

Another catalogue asserts the existence of another Greek letter society and an "honorary society of scientific character." Fraternities are unknown abroad. So that one suspects that like university colors "to be displayed on hoods of gowns and pennants" or correspondence school cheers—for they have such, in addition to the famous postage stamp yell—these organizations are for domestic consumption. Some of you, by the way, might exclaim: Give the devil his due, for as yet none has a football team!

But most of the product of these educational corporations is for the foreign trade. And that directly affects reputable American Universities. In 1924 one Serge Dietrich, a Russian, said to represent "Oriental University" and "American University" of Los Angeles, was sentenced to two years imprisonment by a court in Venice. The American Consul in reporting the trial said:

"The press of Venice gave wide publicity to the trial, as the testimony regarding the sale of diplomas, titles and degrees furnished material therefor. American universities in general, in fact all American institutions, came in for their ridicule; so that the prestige of American education has suffered somewhat of a shock in Italy at present. The inability of foreigners to differentiate between real universities and such universities as the Oriental University of

Washington, D. C., and the American University of Los Angeles, California (which were frequently mentioned in the testimony, owing to Dietrich's having represented them), made it seem natural that the inferiority of American institutions of learning should appear greatly manifest to all who heard the testimony or read the press notices. As previously pointed out by this consulate in several of its dispatches of last year, present conditions, whereby diploma mills of this sort are permitted to exist for the foreign market in degrees of American origin, militate against the entire educational system of the United States and its prestige abroad."

What then are we to do about it all?

We can make known at home and abroad the reputable colleges and universities of our country. The accredited list of the American Council on Education, which is made up of the lists of the Association of American Universities and the regional associations, has been sent to all legations and embassies in Washington. There has been an interesting response, several asking for ten or more extra copies to transmit to their Ministries of Education. American Ambassadors, Ministers and Consuls have received the list and seem to find the information useful. Of course it is to be noted that there are honest colleges not yet on the approved list.

Furthermore we can emphasize and make convenient for all interested at home and abroad full information about the institutions accredited by the Council by promptly and fully co-operating in the preparation of the Council's volume on American universities and colleges.

Perhaps, as desired by the Associated Advertising Clubs of the World, representing the publishers of periodicals in

which correspondence schools sometimes advertise, we can bring about preparation of a list of reliable correspondence study courses. It is to be observed that as far as known the reliable ones do not offer degrees for correspondence work only.

Again, we can help by refusing to recognize in any way for admission to our colleges, even indirectly, for of course no member of this association knowingly allows such recognition, any credentials from any of these questionable institutions.

We can emphasize the good and possibly the very rare bad by publishing in college catalogues not only the degree but the source of the degree.

We can refrain from conferring honorary degrees except in cases in which the appropriateness is not to be challenged.

We can exert our influence in our own states, responsible as they are for control of education, so that our several states may protect from fraudulent exploiters of the present situation our own citizens who may desire legitimate adult education by correspondence or by some other means; and so that the good name of American education may not suffer abroad through the representations of such nefarious organizations as "Oriental University."

It is my privilege through the courtesy of the Commissioner of Education, Dr. J. J. Tigert, and the Specialist in Higher Education, Dr. Arthur J. Klein, to present to you for your study in connection with the situation in your own state Document 6027 issued yesterday by the Bureau of Education: "Regulation of Degree-Conferring Institutions." This is a presentation of the present law in fifty-two political divisions of our coun-

try, including citation of the law and an analysis to show whether charters are issued under general or special laws; the procedure in granting charters; the number and qualifications of incorporators; the charter and duration of incorporations; the minimum conditions which institutions must meet as to property and endowment, number of professors, course of study, admission requirements; degree conferring powers; state responsibility for and conditions of supervision; method of revoking charters, exclusive of usual court proceedings, as by quo warranto. Of the fifty-two political divisions having corporation laws thirty-six have no provision whatever for minimum conditions as to property, endowment, number of professors, course of study, admission requirements. Of those which provide for chartering educational corporations by legislative action only three or four have such specifications. In almost all of the thirty-six states named a chartered institution can grant any degree. In thirteen of the political units a corporation formed specifically for profit is permitted to confer degrees. Thirty-one of our political units have no provision for supervision after incorporation. Many other interesting things are to be observed in canvassing this survey to which we are indebted to the Bureau of Education. Already in the Senate of the United States a bill to correct this situation as it exists in the District of Columbia has been introduced. Of course the Congress is the legislature of the District. Each state must seek relief in its own legislature. Perhaps I may be permitted to suggest a special study of the laws of New York, Pennsylvania, Massachusetts, Ohio and North Carolina. Watchful supervision includes co-operation with the Secretary

of State of your own State. In at least three States the secretaries have shown alertness to the situation and have desired co-operation of the true educators. These public officers will generally do all in their power within the law to further the right.

The North Central Association through its Commission on Institutions of Higher Education ought to give watchful supervision in this area. The North Central has been a powerful and efficient police authority. It is to be hoped that the time of the police will not be so taken up with traffic regulations, with violation of parking rules and left turns and speed limits that there will be no possibility of fighting forgers and thieves and murderers.

By presenting to you some observations of the educational underworld I hope that I have indeed said a bad word for these degraders of American education. If I must find a single bad word for those in or out of prison related to the sale of worthless parchments to vain gulls, I would offer "sheepskinners."

But in saying a bad word for these enemies of American universities at home and abroad perhaps after all I have been able to say a good word for all of us. So, with a possibly Pharisaical twist, which is really only an effort to exclude the wicked from blessing, I offer you the toast of Tiny Tim: God bless us, every one.

Revision of the Constitution

On recommendation of the Executive Committee the Association voted, in March, in favor of the appointment of a committee of the chairmen of the three Commissions to study the problem of revising the wording of the Constitution and the By-laws and the Standards in such a way as to emphasize the point that the Association is a clearing house and standardizing agency rather than an accrediting agency.

Practical Curriculum Revision in the High Schools*

By JESSE H. NEWLON,

SUPERINTENDENT OF SCHOOLS, DENVER, COLORADO

It is a privilege to discuss with you this morning some aspects of the major educational problems of our time. You have made of the North Central Association one of the finest instruments for co-operation and educational advancement that exists today. You believe that both the secondary school and the college are educational institutions and should be treated as such, and that while the proper articulation of these institutions is important, the process must be governed by educational considerations.

We live in a dynamic, not in a static world. The institution that does not adapt itself constantly to changing conditions will not only lose its usefulness but will soon become an obstacle to progress. The secondary school must therefore constantly modify its practices to meet the changing conditions if it is to fulfill its function as an educational institution.

This morning I wish to speak first to three questions: Why revise high school curricula? How go about this revision? What results may be expected? Then I wish to suggest briefly certain problems which I think we shall face in the administration of these schools in the next decade.

I

Why should high school curricula be revised? Many answers could be given

to the question. Only a few can be given this morning.

First we encounter the issue, "Education or not." This issue involves a constant re-examination of every practice in our high schools. Since we live in a world of change, it is obvious, for example, that the best course in the social studies which could have been devised for the year 1890 would be largely unsuitable in the year 1926. The thirty-six years that have elapsed have been heroic years in the history of humanity. The mere lapse of time in an heroic age demands the addition of much in the way of content to social science courses, and the mere addition of this material necessitates a shifting of emphasis. Not only must the lapse of time be considered, but the historian, the sociologist, the anthropologist, the economist, and the political scientist have all been busy and have made most important discoveries, with the result that for this reason alone the textbooks and courses of study in these subjects must of necessity be radically different today from those of thirty-six years ago if the high school is to serve its function as an educational institution. The same condition obtains in practically every field of knowledge.

We find another reason for the revision of curricula in the development of the science of education. A generation ago departments of education and professors of education were quite insignifi-

*An address delivered before the North Central Association, March, 1926.

cant. The past quarter century has witnessed the application of scientific method to the study of the educative process and the rapid multiplication of agencies devoted to educational research. Every educational practice is being subjected to the closest scrutiny. The progress in the science of education has brought about a condition which has made the present curriculum revision movement inevitable.

Another answer is found in the changing social demands made on the schools. It is trite to speak of the social and economic changes and problems that have been brought about by the acceleration of the industrial revolution and by the World War. On every hand we hear discussions of crime conditions. Leaders in our civic life are deeply stirred by the indifference of so many American citizens to their duties as voters. The public is looking more and more to the schools to find an answer to many of the social problems of our day. Witness the criticisms that we are not doing our duty in respect of moral and religious education. Dean James E. Russell recently pointed out the significance of these new demands. He said that for the first time in history "a social democracy is attempting to shape the opinions and bias the judgment of on-coming generations." Formerly, we were expected to give the individual the tools whereby he could gain the knowledge that would make him a good citizen. Today we are expected to make the youth a good citizen. I quote Dean Russell again:

"The acceptance of good citizenship as the dominant aim in public education imposes a severe burden upon teachers who have grown up under conditions hitherto generally prevailing. What is a good citizen? What should he know?

What should he do? Reduced to concrete term, answers to these questions will try the best of our social philosophers."

In this connection, reference should be made to the enormous increase in secondary school enrollment in the past generation. The people are beginning to see that the high schools no longer constitute institutions for the education of a select few, but are in reality a part of the common schools and will directly affect the thinking and the feeling of a majority of our future citizens.

Another reason for the revision of curricula is found in the rapid expansion of the program of studies in the past forty years. The high school curriculum of the eighties was characterized by rigid prescription and a limited number of subjects. We have added, year by year, to the number of studies, until we have the varied and rich offerings of the present time. To my way of thinking, this expansion to date has been too much a mere process of addition. There is need for consolidation and reorganization in order that our curricula may have the proper unity and correlation.

A fifth reason for curriculum revision is found in the high school teacher himself. For many years college graduation has generally been required as a minimum qualification for appointment, with the result that scholastically it may be said that our secondary school teachers have been well prepared. But many of them came into the service not only before there was much of a science of education but long before boards of education deemed it necessary to make requirements of strictly professional training. And even today such requirements are certainly low. The result is that many are inadequately prepared for

their work, so far as the technique of teaching is concerned. The only way in which this deficiency can be repaired is to create a situation in which they will become intensely interested in the study of these problems.

A sixth reason for curriculum revision is found in the necessity for perfecting our methods of educational guidance. The condition that prevails in our large, cosmopolitan high schools is that of a rich program of studies on the one hand and a large, heterogeneous student population on the other. It is not surprising that the pupil is bewildered when he confronts this program of studies. The development of effective guidance through the use of schematic arrangements of courses, or through personal advice, or both, constitutes a difficult unsolved problem directly related to the curriculum policy of a school.

Many other explanations of the present curriculum movement could be given, but in closing this part of my paper I can only direct your attention briefly to the processes by which subject matter is placed or retained in the courses of study.

1. The most potent force in determining content has been tradition. No one would take the position that merely because a thing is traditional it is wrong. In the absence of experimental evidence tradition is our best guide, but certainly if tradition is the only sanction there needs to be an immediate and searching re-examination.

2. A part of the content has been placed there by outside pressure. This is illustrated by the required readings in Latin. The college, through its entrance requirements, has dictated that Caesar, Cicero, and Vergil should constitute the readings. This in itself is not a sufficient

sanction. The Classical League Investigation has amply demonstrated the wisdom of a scientific investigation of such a problem. Again the public has forced certain studies into the curriculum, sometimes wisely, sometimes not so wisely. We are now beginning to see the evils of a legislated curriculum. Soon we shall have a mere hodge podge of good and bad unless we demonstrate our ability to direct the development of curricula.

3. Scientific investigation has had some influence in determining the content of the courses, but to date in the high schools this influence has been rather meager. Our problem is to extend it.

For many years ancient history was a required study in the ninth grade of most high schools. Certain colleges still prescribe in their entrance requirements that ancient history shall be studied in this grade. In recent years, community or social civics has been gaining wide acceptance as a ninth year study. Suppose, as a result of the most scientific study that could be made of the secondary school problem, we should come to the conclusion that instead of ancient history the education of the pupil would be best served by the study in the ninth grade of such problems as the development of government in the United States and in other countries, conservation, immigration, the tariff, our relations with European countries, the World War and its resultant problems? If we should reach such a conclusion and certain colleges should continue to demand the study of ancient history in this year as an entrance requirements, what should those do who are responsible for the administration of the public schools? In other words, the nub of the whole question of curriculum revision is whether or not

the high school shall be an educational institution or shall be at the mercy of opinionated gentlemen who think their vested interests are best served by the dictum "whatever is is right." All change or resistance to change should be made in the light of the philosophy and science of education.

II

There is always more or less discussion going on among students of education about content and methods, but there have been long periods in which changes have been relatively slight. These are followed by periods in which the curriculum becomes a dominant issue. There is convincing evidence that we are now entering on such a period in American education.

We have seen in recent years the establishment of numerous schools dedicated to the cause of curriculum experimentation. An outstanding example is the Lincoln School, which has now been in existence almost a decade and which is given over entirely to curriculum experimentation. Many experimental schools not so elaborate as this one have been and are carried on in schools of education or by private resources. Public school systems have recognized the necessity of bringing their practice more nearly into line with the best educational thought, with the result that many of the larger cities are conducting rather thorough-going curriculum revision programs. In this connection might be mentioned such cities as Oakland, Los Angeles, Berkeley, Toledo, Pittsburgh, and others. Denver has been engaged in the work of curriculum revision for the past four years, and I am sure I shall be pardoned if I describe briefly the Denver program in order to give a rather definite picture of the way in

which one city has attacked this problem.

Everywhere it will be found that teachers are being more and more drawn into the work of curriculum construction. In line with this practice, in the spring of 1922 committees were appointed in Denver representing the various types of schools and subject matter fields; also certain other committees, whose function was that of unification and co-ordination and which were composed chiefly of administrative and supervisory officers, were appointed. It soon became apparent that the task was so complex and the demands of the daily functioning of schools were so great that adequate assistance and guidance could never be afforded the committees by the administrative staff as then constituted. In the spring of 1923, therefore, the Board of Education, on the superintendent's recommendation, made an appropriation of \$31,500 for curriculum revision work during the ensuing year. This money was expended in four different ways.

1. Arrangements were made with the University of Colorado and the Colorado State Teachers College whereby a member of the faculty of the school of education of each institution gave one-half of his time during the year to the Denver Public Schools in directing the work of the course of study committees.

2. There was an appropriation for bringing in specialists in particular subject matter fields. For example, Professor Ernest Horn came as a specialist in certain elementary school fields. In all, fourteen such specialists were brought in during the first year.

3. The larger part of the appropriation was for the purpose of employing substitute teachers for the relief of regular teachers for periods of time rang-

ing from a day or two to weeks and even months for curriculum work in the Administration Building.

4. Finally there was an appropriation for the employment of clerical assistance to supplement the work of the regular clerical staff in school headquarters.

This whole program was placed under the immediate direction of Deputy Superintendent A. L. Threlkeld, who from the beginning has had the general oversight of the work.

The results were so satisfactory that the program was continued a second year with an appropriation of \$25,000. Last spring it was the conclusion of everyone that this process of attacking the curriculum problem had such merit as to warrant the establishment of a permanent curriculum department with a budget and staff of its own. The Board approved such a recommendation, and Mr. A. K. Loomis was appointed the first director of the curriculum department of the Denver Public Schools, taking the place of Dr. L. Thomas Hopkins of the University of Colorado, who had continued with us part time during the first two years.

Denver was not the first city to bring in specialists to assist in the revision of courses of study, but we were, I believe, the first city to inaugurate such a comprehensive program involving the assistance of not one or two specialists but of a large number, and making provision for the employment of numerous substitutes that a select number of classroom teachers might devote more time than usual to this important task. We pioneered in the establishment of a permanent curriculum department, but other cities have been attacking this problem with somewhat different types of organizations and several are initiating

programs similar to the one in Denver some of which are involving much larger outlays.

In this connection I want to make mention of the excellent program of curriculum revision which has been inaugurated in the city of St. Louis under the leadership of Superintendent Madrox and the Board of Education there. There are certain features of the St. Louis program that are worth the investigation of any school executive who is interested in organizing a serious attack on this problem. Houston, Texas, is another city that has launched a thoroughgoing program similar in principle to the others mentioned but with certain unique features. I want also to recall to your minds the work that is being carried on by the Department of Superintendence of the National Education Association through its commission on the curriculum. This commission has been engaged in this work for some three years, has already secured the co-operation of many specialists in schools of education and of many school systems, and has published three valuable yearbooks. The chief topic of discussion in recent meetings of the Department has been curriculum.

It must be apparent that when communities are attacking the problems of curricula in such vigorous and scientific manner, involving the expenditure of such substantial sums of money, only educational considerations can govern the work of those entrusted with this important task. The meaning of these programs and of the leadership of the Department of Superintendence is that we are attempting to substitute opinion based on experimental evidence and scientific investigation for dogmatic opinion based on personal prejudice or tradition.

or on selfish interests, in determining what shall be taught in our high schools and how it shall be taught.

This is the spirit which has dominated teachers and executives in the work of curriculum revision in the Denver schools. It will be seen that our program is based first on a desire to determine as scientifically as possible what ought to be taught in our schools and how it can best be taught. We realize that we cannot set up an ideal condition. We realize, for example, that many of the graduates of our high schools, in order to enter the colleges, must leap certain hurdles which in our opinion sometimes have very little educational value, at least for some individuals. We must recognize these realities and cut our cloth accordingly. We want to go just as far as we can in making content and methods of teaching vital for educational purposes. It ought to be unnecessary to point out to college professors and executives the significance of a movement of this kind.

There are three essential factors in our program: research, the teacher, and the school administration. The whole program is carried on in the spirit of scientific investigation and is directed by persons who have been trained in research. Specialists in particular fields have been made available for the assistance of committees, and the committees, under the guidance of specialists, and with the assistance of a highly competent librarian, endeavor to make use of all available research. A certain amount of experimentation is carried on in the school system itself. We are dedicated to the principle that in so far as possible we must substitute opinion based on experimental evidence or thorough-going investigation for mere personal bias, or

a blind following of tradition, or the dictation of anyone.

The second factor is the teacher. We have proceeded on the assumption that a course of study will be effective only to the extent that it is comprehended by the teacher who is to use it, and that the effectiveness of our schools will be determined in a large measure by the quality of the leadership in the faculties. It goes without saying that if these committees are to be hobbled in any way such a program as we have set up would not be justifiable. They must not be bound by preconceived notions, but must be free to reach their conclusions in the light of their own investigations carried on with the advice and assistance of experts. We have discovered among our teachers many leaders whose existence was not known three years ago.

The greatest responsibility of a public school administration is that of determining what shall be taught in the schools and the methods of instruction. No administration can abdicate this responsibility which it owes to the board of education and to the public. The administration in Denver has retained the direction of curriculum revision and has reserved the right to veto a committee's recommendation. As a matter of fact, where the administration and teaching body are working together co-operatively and scientifically, neither the veto nor the strong arm need to be used. This has been our experience.

III

Time will permit mention of only four of the numerous good results that come from such a program.

1. Such a program is bound to produce courses of study far superior to those which now obtain. In reality it will for the first time provide courses in

many subjects where to date the only course of study has been the textbooks. These courses are bound to embody a better selection and organization of subject matter and suggestions as to method. But I cannot stop to illustrate this point by detailed examples. I am confident that you would be convinced by an examination of the Denver junior high school Latin course, or social science course, or the world history and commercial courses for our senior high schools.

2. As the work is carried on, the teaching staff becomes more and more imbued with a scientific and professional spirit. I could stand here for two hours and tell of individual teachers who have gained a new lease on life and for the first time have come to a realization of the importance of methods in teaching. We have steadfastly avoided driving any individual into this work. We have taken the position that there will always be a sufficient number intensely interested to carry it on wholeheartedly so that no one need to be drafted. Such a procedure in my judgment is sound. It avoids all duress. The difficulty has been not to get the teacher to work but to keep him from working too hard. The demand for professional magazines and books of all kinds that has come to our administrative library is an index of the high professional temperature in the Denver schools.

The enthusiasm with which the vast majority of committee members and others have undertaken the work has been one of the finest experiences of my school life. Many times have we said that our program has fully repaid the investment of time and money and energy by the stimulation which it has brought to the teaching body. A cur-

riculum revision program based on the principle that teacher initiative is essential offers the best plan for professional study that has ever been devised.

3. The program is creating a demand for supervision. We believe that it will ultimately bring about a change of a fundamental character, perhaps a revolution, in our conception of what supervision ought to be. Certainly it is creating a condition in which teachers are beginning to recognize the need for assistance and are beginning to ask for it. It may surprise some when I say that there have been frequent requests from high school teachers for more supervision. As they become students of curricula and method, they become increasingly aware of the many unsolved problems and of their own deficiencies and responsibilities. It is natural, therefore, that they should begin to ask for more assistance.

4. It is too early to tell what the final effect will be so far as the public is concerned. The people have been intensely interested. Of course there are a few persons who will disagree with particular policies, but these are not numerous. The people seem to feel that we are making an intelligent attempt to improve instruction; that we are not concerned merely with buildings and teachers' salaries; but that we are deeply concerned with the educational program which is to be carried on in the buildings, and that for this attitude and effort we should be encouraged and commended. They are coming to a realization of the tremendous advances that have been made in method in the past generation and to a clearer recognition of the fact that teaching is a professional job. One thing is certain—if we are to continue to make progress in education we must do our

work in such a way that the public will always be convinced of the sincerity and intelligence of our attack, and no other attack than a scientific one will inspire this confidence over a long period of time.

In conclusion, I come to a brief consideration of some of the problems which we confront in our attempts to improve educational practice in our secondary schools.

First, I want to speak briefly of the junior high school. This involves the problem of entrance requirements. We must all, I think, recognize the necessity of some kind of college entrance requirement. There is a growing belief that when these requirements are based on sound educational considerations rather than mere opinion, revolutionary changes will be made. So far as I know, there has never been any attempt to determine, through a scientifically controlled experiment carried out over a period of years and on a large scale, whether other and more flexible systems of entrance requirements would serve as well or better than those which now obtain.

Of course, the colleges of the North Central Association are far more liberal in this respect than are many eastern institutions. It is difficult to understand, however, how colleges can longer attempt to maintain the fiction that the A. B. Degree and all that it represents in the way of liberal education should be made dependent on whether a pupil in high school earned two units in mathematics, or in Latin or some other foreign language, or has spent three years in formal English work. Surely better measures of fitness for entering college can be devised.

We all admit that the student who is to enter particular courses, say in en-

gineering, or in medicine, or in the social sciences, must have had some preparation in advance in mathematics, or science, or other subjects, in order to take up the particular work in question. It is proper for the college to say that students may not enroll in certain courses or in certain departments unless they have the ability to read certain foreign languages. Such requirements can be met in the senior high schools, and whenever the college is willing to admit this fact and take its hands entirely off the junior high school, that institution will then be left entirely free to develop as an educational institution. There are evidences of progress in this direction. I quote a resolution which was passed last year by the New England Association of Colleges and Secondary Schools:

"Resolved, that the Junior High School is an established fact in the organization of secondary education, and that the chief burden of preparation for college must rest on the Senior High School. That it should be possible for the pupil who has followed a non-college preparatory curriculum in the Junior High School to meet the college entrance requirements in the Senior High School."

The North Central Association has passed similar resolutions, but so far I believe they are, with the exception of three or four universities, dead letters. There are two hundred senior high schools in this association. My plea is that an alternative set of requirements be made a reality for every one of them.

Second, the junior college must be taken into consideration in revising the curricula of our senior high schools. There must be an articulation between the various units of our school system—between the junior high school and the

elementary school, between the senior high school and the junior high school, and between the senior high school and the junior college. More and more, I take it, we are coming to the belief that the chief function of the junior college must be that of providing a liberal education for those who are destined to leadership in American life. From the junior college our youth will go into professional and technical schools or out into life, as the case may be.

Some students of secondary education are advocating a 6-4-4 plan, which would mean the addition of one year to the junior high school and the combination of the remaining two years of the senior high school and the junior college into one institution. Different solutions will be attempted in different communities. It is impossible to foresee what the final outcome will be, but my prediction is that we have here the most interesting administrative problem that will present itself to those responsible for the administration of colleges and secondary schools in this country in the next two decades.

When we come to specific difficulties that arise in the consideration of courses of study and curricula for junior and senior high schools, we are faced with such problems as the determination of what the constants shall be, how the problem of guidance shall be solved, and how subject matter shall be organized. By constants, I refer to those studies which are required of all pupils on the assumption that the contribution which they can make is essential to the preparation of the individual for his place in modern life. No more important problem confronts the curriculum-maker than that of what studies shall be prescribed. The attitude and feeling of the

leaders of the future are involved. This touches directly the nation's life. And the problem is yet almost entirely unsolved.

The problem of guidance I have already briefly discussed.

There is a marked tendency to break down the rigid departmentalization that has obtained in high schools. We have been impressed with the fact that every specialist who has been brought to Denver has deplored these arbitrary divisions of subject matter. The tendency to unification is illustrated by the growing popularity of general science and unified social science and mathematics courses. The senior high school is beginning to be affected. It cannot be otherwise when content is organized on a psychological and pedagogical rather than on a logical or traditional basis. Subject matter is subordinated to the pupil's needs. Then there is the question of whether subject matter shall be organized around problems or on some other basis, traditional or otherwise. This is primarily a question of method, but one of the utmost importance.

I have not attempted to describe the method by which a particular subject matter committee works, nor have I gone into a discussion of guiding principles or educational objectives. Each of these problems would require a paper of considerable length for adequate presentation. But there is one point in connection with guiding principles and objectives that I want to make.

There are two ways of going about a curriculum revision program. One is to begin by setting up the objectives to be attained in the various grades and subjects and by laying down a set of guiding principles to govern in the selection and organization of subject matter.

To our way of thinking, such procedure is unsound. It is to a large extent reversing the procedure that ought to obtain in curriculum construction, because it limits the activities and responsibilities of committees. The character of a course of study is to a large extent arbitrarily determined before the committee actually begins its work. This means the stifling of initiative.

In Denver we have followed the opposite procedure. We steadfastly refused to lay down a set of principles to guide committees in their work or to express our opinions as to what were the particular objectives to be attained in particular courses. On the other hand, we took the position that every committee should begin by making a survey of the writings, the experimentation, the practices, the controversies, and the unsolved problems of its field. Necessarily, before a committee can make an intelligent attempt at the actual construction of a course, the members must also become students of the principles and the philosophy of education. We have endeavored to create a condition in which it was necessary for every committee to make its own decisions as to guiding principles and objectives. It has been the function of those who direct the curriculum revision program to criticize these proposals of committees. Every committee knows that all its work will be subjected to scrutiny and criticism. We believe that under this procedure a

set of guiding principles and objectives will evolve, subject, of course, to constant modification, that will be better than any that can be imposed or agreed upon at the beginning of a program; and, second, that it is calculated to stimulate study, investigation, and participation on the part of teachers, whereas any other procedure is calculated to prevent it.

Nor do we consider it a defect if all committees should not be in complete agreement on such matters. A certain amount of variety is stimulating. The functioning of the curriculum department will insure that this variety will not become inimical to the unity which must obtain in the educational program of a school system, but will on the other hand rather strengthen it by constantly stimulating study and growth.

The connection between this curriculum revision movement and the social unrest of the present era is too obvious to need mention. Alongside a movement such as this, the issue of college entrance requirements pales into insignificance, but the proper articulation of high school and college curricula presents one of our major educational problems. We must look to this association and others like it, where college and secondary school teachers and administrators meet on common ground, to keep the process of co-operation in motion and running smoothly.

Annual Accrediting Blanks

The required annual report blanks will soon be sent to all interested institutions in North Central Association territory. These should be returned promptly, accompanied by the annual fee.

The First Annual Meeting of the Association*

BY GEORGE N. CARMAN,

DIRECTOR OF LEWIS INSTITUTE, CHICAGO

(Additional Historical Backgrounds)

The purposes of the association as embodied in the constitution and set forth in the addresses of Presidents Angell and Jesse have stood the test of time. While something of what was undertaken has been accomplished still much remains to be done before the objectives aimed at are fully realized. Our accomplishments would have been greater and our mistakes and failures fewer if all of the meetings of the association had been as representative of the colleges and secondary schools of the territory as were the first meetings. Of the eleven states, which constituted the membership of the meeting of 1896, the presidents of ten of the state universities, four urban universities, and eight colleges, and a goodly number of college professors and high school principals took an active part in the work of the association. A resolution was adopted at the preliminary meeting for organization to the effect that the membership be limited to one hundred and fifty, and an article of the constitution provided that the representatives of higher and secondary education be as nearly equal as practicable.

Aside from the addresses of Presidents Angell, Jesse, and Harper, the two topics considered at the first annual meeting were "College Entrance Requirements in History" and "Systems of Admission to Universities and Colleges."

President Jesse's paper was discussed by Presidents Draper of Illinois and Shaefer of Iowa, and Principals Coy of

Ohio and Ford of Minnesota. The following quotation from President Draper should remind us of one of our failures.

"We recognize as a college any institution which has the authority to confer the time honored collegiate degrees. These degrees may well be made to form a common basis of operations and a bond of union between all branches of collegiate work throughout the state, or indeed throughout the world. It is entirely within the province of the law-making power of each state to give or to withhold from local institutions the right to confer these degrees, and thus to protect them from dishonor and establish the firm foundations of collegiate work. No power but the state can do this. They tell us that in Iowa the State Teachers' Association is engaged in determining what shall be the basis of collegiate work. It is a courageous undertaking, and they are worthy of all honor for undertaking it, but after they have come to a determination they are powerless to enforce their conclusions. The legislature of Iowa can, and probably will, do so for them. The legislature can say what institutions shall have authority to confer collegiate degrees, and the legislature can punish the officers of any institution which presumes to do so without its authority. It can punish any institution for using the name 'college' or 'university' without its sanction. It can determine what institutions within the state are of sufficient strength and char-

acter, which of them have courses of study sufficiently broad and have competent instructional forces to execute those courses of study so as to justify giving them the right to confer the time honored college degrees upon the satisfactory completion of the courses prescribed.

"This work, of course, cannot be done by the politicians. It can be done by constituting state educational boards and officers, with adequate authority to act in the matter under the public eye and in the name of the state. Cannot we take a long step forward in the way of leading the North Central States to take this course? And shall we not thereby find a more speedy and conclusive answer to the question under consideration than can be found in any other way?"

On the other hand, what has been accomplished in the establishment of junior high schools makes the words of Principal Coy seem prophetic:

"I should like to see the experiment tried of cutting the twelve years of our public school life through the elementary and the high school into two equal divisions. Let there be six years of elementary study and six years of high school or secondary school work. It is not well to put these advanced studies into the lower schools for two reasons. In the first place it is easier to get well equipped teachers for the high schools than to get well equipped teachers for the elementary schools. Teachers in the high school ought to have a college education. We do not recognize that fact in regard to the teachers in the lower schools. In the second place teachers who have spent their time mainly in this elementary instruction and have their faces turned in that direction, cannot easily adapt themselves to the changed

method of instruction necessary in the secondary and more advanced schools. Those of us who have been connected with the large high schools know that the promotion of teachers from the lower grades into the high schools has many disadvantages. It takes a long time to change method, and I am confident that the best thing to do is to begin the high school work two years below where it now begins, and I believe it can be done."

In the absence of President Adams of Wisconsin, due to illness, President Eaton of Beloit presented a report of the New England Convention on College Entrance requirements in history. He maintained that history should have an increasingly larger place in the courses of our secondary schools. Attention was called to the fact that the Committee of Ten of the N. E. A. recommended that eight years of consecutive study be given to history, four of the years being below the high school.

In discussing the report, Principal French of Chicago urged the importance of general history (1), "because it gives a broad and comprehensive view of the development of human life and society; (2), because it enables the pupil to compare and correlate contemporaneous persons and events properly; (3) because it forms a broad basis for later and more specific study."

Principal Buchanan of Missouri was of the opinion that four years cannot be given to the study of history in the high school and the integrity of the curriculum at the same time be maintained. Principal Boltwood of Evanston would have the colleges accept of the schools thorough work in what is required and not multiply the requirements any further.

Professor John Dewey closed the dis-

cussion in the following words:

"There is one suggestion to be emphasized. That is that the course might be extended downwards. If there is to be any solution of the congestion in the secondary schools it must be in breaking down the rigid barrier between the so-called higher education and primary education. There are primary schools in existence that have eight years of historical work—schools which begin history in the first grade and keep it up. This introduction of history into the primary grades has come almost entirely without help or pressure from the higher grades. It has come because the teachers in those grades felt the need of getting something more adjusted to the needs of the pupils, something more vital than the usual formal three Rs. I think it will be found that the interests of the high school and college would be furthered by devoting a part of their energies to seeing what can be done towards introducing history as a part of the regular work of the lower grades and in improving the methods of teaching history in the lower grades. We can't pile everything into the secondary school; we must find relief farther back."

The symposium on systems of admission to colleges was introduced by Professor Hinsdale who outlined the steps by which the University of Michigan had come to adopt the diploma system. In conclusion he said:

"No intelligent advocate of the diploma system at Ann Arbor, no matter how zealous he might be, would for a moment claim that it is free from imperfections. Experience has developed some weaknesses. The most serious of these, in my opinion, is a certain tendency to undue expansion. The point of this criticism is that the amount of

examining to be done tends to outgrow the ability of the faculty to do the work as it should be done. The last *Calendar* contains the names of 144 diploma schools. This tendency may show itself in hasty and superficial examinations or in infrequent ones, or in both these results. If this is not the case, then too much committee service may be thrown upon professors, thus calling them away from their regular and appropriate work. It may be added that the larger the diploma circle becomes the less close the tie between the University and the school is likely to be, and the more loosely is the whole system likely to be administered. But a reasonable conservatism in administration will furnish a safeguard against these dangers."

Professor Judson told of the plan of admission to the University of Chicago, and Professor Clifford H. Moore argued for the examination, as contrasted with the certificate, system of admission. In the discussion which followed, Principal Greeson told how, as a result of his experience in Grand Rapids, the University was asked not to accept a diploma unless it had the written recommendation of the principal. He favored admission by certificate because—

"It seems to me self-evident that a school which is competent to prepare pupils for a college is also competent to judge whether or not the pupils are ready to enter that college, provided, of course, (1) that the teachers of the school know the kind and quality of the preparation demanded, (2) that they are honest, and (3) that they are willing to assume the responsibility of the decision. The first two provisions may reasonably be included in the phrase, 'competent to prepare pupils for a college.'

"The responsibility, it must be con-

fessed, is weighty, but is not therefore to be rejected. Responsibility, if definitely located, is most wholesome in all social institutions, and works for the good of all. Nothing would so tend to build up the character of all secondary schools as the responsibility of deciding upon the fitness of the preparation of their pupils for college.

"Colleges can easily protect themselves by refusing to admit the pupils of those schools that have shown themselves unworthy of this responsibility."

The examination system was argued for by Principal Schobinger of the Harvard School in Chicago, and the certificate system by Principals Fisk, Buchanan, Armstrong, and Superintendent Nightingale.

Principal Schobinger preferred the examination system—

"(a) Because the essential prerequisites of what might be a better system, the certificate system, are mostly wanting.

(b) Because under the examination system the shaping influence of the college upon the school course of study is quick and strong.

(c) Because it gives a better guarantee of continuity in the student's work, compelling him to bring his knowledge in the various lines to college fresh.

(d) Because it compels careful, painstaking study, though on a narrower range, and thus better subserves the interest of sound scholarship.

(e) Because it is more attractive to the more vigorous minds among the students.

(f) Because under it the college interprets itself its own requirements, which tends to definiteness, instead of allowing others not perfectly under its control to interpret them, which tends to vagueness.

(g) And finally, because under it the college itself assumes the responsibility of deciding about students' admission instead of laying it upon shoulders not so well able to bear it."

Principal Buchanan maintained that—

"Under the certificate plan, the responsibility of admission rests upon the teacher in the secondary school, where it properly belongs. He has been with the student constantly through the period of his preparation, and knows his strong points and his weak ones. Who else then is so well fitted to judge of his qualifications and concerning his preparation for admission to college? In preparation under this method, other faculties of the mind than memory alone are developed. The teacher can employ his energies in the training of the student in a way that will result in a normal development, instead of inciting him to work through the fear of failure in examination. After all, what the student most needs in college, as elsewhere, is the power which results from self-culture, rather than information on specific subjects. This, in my estimation, is best secured by systematic preparation under the certificate plan."

Principal Coy said—

"I am in favor of some kind of certificate plan for admission to colleges from the secondary schools, and I am in favor of it because I want to *teach school*. I do not want to cram a class for examination. I think teaching is a very noble and honorable business. I think cramming a class for examination is as small a business as a man can engage in, and I do not want to do it. The art of cramming and the art of teaching are two entirely distinct things. There is as wide a difference between teaching a class and preparing them for the ordinary college

examination as between breaking stone on the highway and executing a work of art. Many secondary schools in the country make a business of preparing students to get into college and the last year of their work teaching ceases, and nothing else is done but preparing the students to pass that examination."

Superintendent Nightingale, in closing the discussion, said—

"It does seem to me that, since we admit the child at four years of age into the kindergarten without examination, because we believe the child has reached the age when he needs instruction, and two years afterward admit the child without examination to the primary school because he has reached that age when he needs primary instruction, and so pass these pupils along from grade to grade, from the primary into the grammar and from the grammar into the high school, there is no reason why great walls of partition should be built up between its graduates and the college. If we are in favor of encouraging our young people to secure higher education, we ought to make the entrance from the high school to the college as easy and as practicable as admission from the primary to the grammar or from the grammar to the high school, and I believe the

time must come when this transition will be easily accomplished, and when the first year of the college will be but the thirteenth grade in the education of the pupil. I believe that the plan in vogue in the University of Chicago has been honestly conceived, and it may work very well. The leading objection that I have to it is that it manifests a spirit of distrust toward the secondary schools below. When the university says the teacher may make out the questions, give the examination, mark the papers and sign the record, but we will not admit the pupil until we have had a chance to read those papers, and see whether the work has been *honestly* done, if it does not say practically, we cannot take your word concerning the fitness of this pupil to enter the university, I do not know how to interpret the action. I am thankful for the confidence that is manifested by the University of Michigan and other universities in admitting pupils to the college by certificate, after they have satisfied themselves that the certificate is from a secondary school well equipped as to course of study, apparatus and teachers, and which will recommend such pupils only as have accomplished the requirements, and developed the power essential for a college student."

Another Committee

On recommendation of the Executive Committee, the Association at its last meeting voted that the President of the Association shall appoint a joint committee from the membership of the Commission on Higher Institutions and the Commission on Secondary Schools, said Committee to draw up workable plans for the re-statement of entrance requirements in terms of the senior high school, these plans to take account of different types of colleges, technical schools and professional institutions.

The committee is to bring the report before the Association at the next annual meeting.

Desirable Qualities in Junior High School Teachers

By SUPERINTENDENT E. E. LEWIS, FLINT, MICHIGAN

Three essentials of a first-class junior high school. The three outstanding essentials of a first-class junior high school, or for that matter, of any school whether it be a one-room country school or a great university, are: good support, good leadership, and good teachers.

Good support on the part of the community means a hearty zeal for the best possible junior high schools and the willingness to back such schools year after year by adequate financial budgets. Without the public's good-will, little of permanent value can be accomplished. With the public's good-will a junior high school can do almost anything.

Good leadership is equally important and to a large degree is responsible for the enthusiasm, zeal and good-will that the community holds toward the junior high school. Principals are needed who possess the highest possible ideals, expertness, and good sense. No school will rise much higher than its leadership. Good policies are the fruits of good leaders. What is the use of the best possible financial and spiritual support if the junior high school does not have the proper administrative leadership? What is the use of having the right administrative leadership if, in time, it is not possible to gain the financial and spiritual support of the community? What is the use of having either, or both, good support and good leadership, if good teachers are not

secured and retained? There are many school districts willing enough, when shown, to have excellent junior high schools but because of poor leadership they continue to be satisfied with mediocre accomplishments. There are many junior high schools that have one or two of these three essentials, but few, indeed, are the schools that have all three essentials at the same time and in the right proportion.

Importance of Good Teachers. Locke long ago said: "The school that has good teachers needs little more, and the school without good teachers will be little bettered by the addition of anything else." The best possible teachers are none too good for any school. The problem of securing and holding good teachers is a thousand times more important than the problems of the courses of study and the curriculum. In fact, the teachers and the textbooks together constitute ninety-nine per cent of the course of study. A good teacher means a good course of study, a poor teacher means a poor course of study. "As is the teacher, so is the school," may be changed to read, "as is the teacher, so is the course of study." If we are to efficiently produce desirable changes in pupils we must have the best possible producers.

How may we secure and hold in the junior high school intelligent, highly gifted, well qualified, trained, moral,

skillful and devoted teachers? This is the crux of the junior high school problem. Such teaching staff cannot be built in hit-and-miss, trial-and-error fashion and it cannot be built in a day or a year. The building up of such a staff presupposes a definite and continuous policy on the part of the administrator. He must know what he wants. He must know what is right and what is most desirable. And he must continually and relentlessly pursue a definite policy of placement and replacement for a period of years if his goal is ever to be reached. The principals and the superintendent must work together for this accomplishment. One cannot do much without the other.

What Teachers Are Most Desirable?

There are plenty of teachers today for practically all kinds of public school positions. The problem is no longer to take anything in order to keep the school running. The real problem is to sort out the wheat from the chaff. The labor reservoir is full and running over with people who want to get on the public school payroll. There are from five to ten applicants for almost every position. Nor is it any longer a question of salaries alone. The real problem is to secure *good* teachers. This raises the question what are the chief characteristics of a good junior high school teacher and where are such teachers to be found? We will answer the last part of the question first.

The best way to find good teachers is to be on the watch for them every day in the year. Some will be found in the normal schools, others in the colleges and universities, others married or widowed and living in the community, and still others in adjacent school districts. You cannot get the best teachers by waiting until a vacancy is forced upon you. You

must anticipate every vacancy and have readily available a better person to fill it. By keeping a careful personnel record of all applicants and all prospects discovered during the year, a labor reservoir of good teachers is kept constantly on hand. It is idle to discuss the hackneyed questions that normal graduates make better junior high school teachers than college graduates; that unmarried women make better teachers than married women. Many good teachers are to be found in both types of institutions and probably as large a proportion of married women are superior teachers as are the unmarried. Scout for good teachers, constantly, everywhere, and among all types of institutions and groups of persons. Remember, that, given a born teacher, it takes from three to five years of experience at least before she can honestly be called a good teacher. You cannot train a finished teacher in a training school or teachers' college. You can give her a start but it takes from three to five years of actual experience on the job before she can be called superior. Therefore, it is a good policy to avoid too young and too inexperienced teachers.

For the vast majority of young women, teaching is a temporary matter. It is merely a means of busying themselves or making a little trousseau money against the day when marriage will relieve them of the monotony of school teaching. As the wag says, the teaching profession is composed of "a mob of mobile maidens meditating matrimony." Most young men look upon teaching as a temporary stepping stone to something better in a financial, business and professional world. Men and women entering teaching with these superficial and transitory interests do not better the condi-

tions of those who permanently engage in the profession. They lower prices and standards. They take the most out of the salary basket and contribute the least. The mature and permanent teachers form the backbone of the public school service and salaries should be based primarily upon the needs of those who remain permanently in the service rather than on the needs of the young college or normal school graduates, most of whom will not remain in the profession more than from three to five years.

Therefore, do not hire young and inexperienced teachers unless they are decidedly superior in native abilities and highly professional in their interests. And do not pay beginners a high initial salary. The trouble with nine out of ten salary schedules lies in the fact that the beginner is paid much more than she is worth. The truth is that the beginner ought almost to be required to pay for the privilege of practicing on pupils the first year or two rather than being over paid for doing so. The salary of a beginner should be at best a bare living wage; while the salary of an experienced teacher should be at least two and preferably three or four times that of a beginner. All other professions cast off their weak and failing folks but teaching casts off its most capable and retains the weaker ones simply because of prejudice against married women and an unsound policy of paying the beginner too much and the experienced teacher too little. We need to remember this fact in selecting teachers if we are to do our bit in raising teaching to a profession.

Desirable Qualities: The best single measure of a teacher is probably general alertness. Yet we have no measure for the general alertness of a teacher unless we take her I. Q. I. Q.'s of below 90

or 95 rarely become remarkably successful teachers. We might almost say—do not hire anyone with an I. Q. below 90. True, many people in the world with low I. Q.'s are "getting by." And it is undoubtedly equally true that many teachers with an I. Q. below 90 to 95 are "getting by." But we are not here interested in those who are just "getting by." We want maturity, age, high capabilities, and professional interest and devotion. We want positive personalities rather than neutral or negative personalities. We want frank and sincere teachers. We do not want queer or freakish folks. We want not sentimentalists, soft and mushy uplifters—but rather persons who are genuinely sympathetic with the living and social conditions and who have the good sense to be in *rapport* at all times socially. Not wall flowers, or introverts, nor persons with marked pathological complexes of either the inferiority or superiority types, nor of the narcissus or ego-gloria mania varieties. We do not want factionalists, and persons bearing a false tongue. These and a hundred other qualities positive and negative might be enumerated.

The three duties every teacher must perform successfully are: discipline, manage, and instruct. If the teacher fails in any one of these she becomes a partial liability or a total loss as the case may be.

No principal or superintendent enjoys attempting to train a teacher in discipline, in management or in instruction. Since the establishment of teachers' colleges we tacitly assumed that teachers are trained in school and come to the job well prepared to handle it without much direction. But they don't. Therefore the principal must be a critic teacher in a teacher training institution. Nine out

of ten principals couldn't help a teacher very much even if they should try. A teacher has to teach herself. You may argue that principals should teach their teachers but the fact remains that they don't. So the teacher must work out her own salvation. All beginners should be considered as cadets, or apprentices and they should be paid and supervised accordingly. Two to three years of normal school or college training with at least six months in observation and practice teaching should constitute the minimum requirement. This should be followed by at least one year of cadetship under competent supervision.

The power to discipline seems to be inborn. Some beginners can do it the first time up and others can't do it at the end of two or three years of experience or even after ten years. It seems to be correlated with managerial ability and instructional skill. No teacher should be recommended to a school system by the teachers' college or university who cannot discipline in at least a fair degree. Every prospect should be tested out on this quality. Of course, the power of discipline can be cultivated, provided of course there is something to build upon. Lack of disciplinary ability causes the largest per cent of failures, and is the most obvious and easily detected weakness. There are hundreds of good disciplinarians but poor instructors teaching school. They get by because their discipline is good and the principal and superintendent are satisfied.

The power to manage is also very essential. One must manage human beings, instruction, materials, and time. If a teacher cannot manage all four she is in trouble. If she cannot get her reports in on time and correct in every detail she gets in wrong immediately.

Thorndike says there are three types of minds:

1. The abstract-minded person.
2. The concrete-minded person.
3. The socially-minded person.

The abstract-minded person is often considered very scholarly. This mind gets its greatest satisfaction in dealing with abstractions. It is often impractical. Abstract-minded folks are usually very poor teachers. They may know subject matter but they do not know how to teach, discipline, and manage human beings. The concrete-minded person is more successful. But she fails at times in making the right adjustment to pupils. All in all, socially-minded persons are most desirable as teachers. The socially-minded teacher usually likes folks. She likes her children individually and collectively. She likes their fathers and mothers, brothers and sisters, and is genuinely interested in their welfare. She appreciates the whims, weaknesses and complexes as well as the virtues of her pupils and in spite of everything *likes them*. She will do individual instruction without any suggestion from her superintendent or principal. She will naturally take part in collateral activities. She is withal happy.

Scholarship is essential but useless without the spirit of service and the power to teach. Junior high school teachers are no different from other teachers. An ideal primary teacher with the proper training in subject matter and the power to manage and discipline older children will make an ideal junior high school teacher. It is the spirit of the ideal primary teacher that we most need in the junior high school and in the senior high school as well. The real teacher is not only born to the cloth but is so absorbingly interested in her trade

that she cannot help improving herself
constantly while in service. She is

"Like an undaunted youth,
Afield in quest of truth,
Joying in the journey she is on,
As much as in the hope of journey
done.

For the roads run east,
And the roads run west
That her vagrant feet explore;
And she knows no haste,
And she knows no rest,
And every mile has a stranger zest
Than the mile she trod before."

Some Constitutional Provisions

ARTICLE I—Name

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

ARTICLE II—Object

The object of the Association shall be to establish closer relations between the secondary schools and the institutions of higher education within the North Central States and such other territory as the Association may recognize.

ARTICLE III—Membership

Section 1. The membership of the Association shall consist of two classes. First, institutions, and, second, individuals.

The institutions eligible to membership are those which have been approved by the Association and whose names appear on the approved lists published by the Association. Any institution on the approved lists may be admitted to membership on application to the Executive Committee. Such membership shall cease if, at any time, the institution is dropped from the approved lists of the Association.

Individual members shall be elected on nominations of the Executive Committee and a two-thirds vote of all the members present and voting at any regular meeting.

Sec. 2. Any person engaged in the work of teaching or administration in an institution which holds membership in the Association shall have the right to attend meetings and participate in the activities of the Association; but an institutional member shall have only one vote on any question before the Association, such vote to be cast by the Executive head of the institution or by some person designated by him in credentials addressed to the Secretary.

Sec. 3. Membership in the Association shall become effective on the payment of the annual dues, hereinafter defined. If the dues of any member shall remain unpaid for a period of one year, such membership in the Association shall cease.

PISCATORIAL RESEARCH

As an illustration of one type of research carried on in connection with University Summer Sessions, the following outline of an undertaking is presented. It is possible that this problem is entirely unique in character and form, or that, at least, it is worthy of such further careful investigation as is being given it here. There are, however, some that doubt it. If, therefore, any reader has successfully and completely carried through a study of this nature, and has arrived at scientific conclusions respecting all its aspects, a letter stating the fact would be greatly appreciated. The problem and the plan of co-operative attack upon it came to the desk of the Editor just as he was making up copy for the September issue of the Quarterly. The following is a fac simile of its statement:

HEAR YE — — — — — HEAR YE — — — — — HEAR YE

You are respectfully urged to
Shake off such mundane things as
GOLF and WORK

A group of Fanatical Fish Feeders
will be led by our
Most Exalted Grand Prevaricator, *DAWSON*
on their annual pilgrimage to
The habitat of the Frolicsome Rock-Bass
from
University High School
at *HIGH NOON* on
July 24 - - - - - 1926

The silent watches of the night will be spent in the tall grasses in more or less profane communion with the boisterous bullfrogs and the hilarious mosquitos.

Sleeping Quarters - - - *NOT BEDS* - - - will be provided
SLEEP NOT GUARANTEED

PRIZES 1. For the largest fish.
2. For the largest number of fish.
3. For the largest number eaten.

The prize winners will be determined by secret ballot after the members have presented their respective claims orally.

UNLIMITED DEBATE ALLOWED

SPECIAL ANNOUNCEMENTS

Our Research specialist has made an exhaustive study of the number of fish a true pilgrim should be able to retain after breakfast. Those who cannot maintain the standard set up will be summarily dealt with.

In a rash moment one of our leading members bet a box of cigars that our research expert erred in placing the number of fish to be consumed by each member at thirteen. There is a persistent rumor abroad that he lost the bet and that he is desirous of meeting his legitimate obligations by making these cigars available for this pilgrimage.

It was reported at the close of our last meeting that certain members of the tribe made sundry and persistent efforts to induce certain unsophisticated fish to separate themselves from the hooks of other pilgrims and attach themselves to theirs. It is to be understood that this practice is unethical and will not be tolerated. Any action of this nature reported to the committee will immediately disqualify the miscreant from participation in the joyful task of fish scaling.

Those in favor say "AYE," and SAY IT SOON.

Illustrious Fourth Grand Scribe,
"The Scott."